

# Tennessee Academic Standards for Fine Arts



## Tennessee Academic Standards for Fine Arts Education

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# Tennessee Academic Standards for Fine Arts Education

## Introduction

As states are pursuing raised standards for student learning, it is important to recognize the essential role of arts education in the development of well-rounded students preparing for college, career, and life readiness. In fact, Tennessee has made significant artistic contributions across the national landscape, and Tennessee’s school teachers and leaders will undoubtedly play an important role in nurturing environments of creativity and innovation that will lead to even greater contributions.

## Tennessee Arts Education at a glance

The federal Every Student Succeeds Act (ESSA) lists the arts and music as a part of a “well-rounded” education, and Tennessee schools offer a rich history of supporting arts education. Tennessee is recognized nationally for significant contributions in arts and culture, and the state academic standards for arts education contribute to increased student access for quality arts education that impacts college, career, and life readiness for Tennessee students. While Tenn. Code Ann. §49-6-1025 speaks to visual art and music instruction for grades K-8, schools also offer courses in dance, theatre, and media arts instruction.

**(a)** The course of instruction in all public schools for kindergarten through grade eight (K-8) shall include art and music education to help each student foster creative thinking, spatial learning, discipline, craftsmanship and the intrinsic rewards of hard work.

**(b)** Local boards of education are encouraged to fully implement the art and music curriculum adopted by the board of education through both art and music classes, as well as integration into other core academic subjects.

In addition, Tennessee graduation requirements stipulate one full credit of fine arts, and many students elect to focus concentration on sequential course offerings in multiple arts disciplines, including visual arts, dance, media arts, theatre, and vocal and instrumental music. As the economic development of Tennessee becomes increasingly dependent upon skills and outcomes that are embedded in the Tennessee Standards for Arts Education, such as critical and creative thinking, problem solving, collaboration, reflection, and persistence, it will become even more important to ensure that Tennessee students are engaged in sequential standards-based arts instruction. Arts education can also reach a diversity of learners by embodying learning modalities, helping all students learn. For these reasons and others, it is important to consider

several supporting factors when implementing the Tennessee Standards for Arts Education. The National Association for Music Education and the National Art Education Association have developed National Opportunity to Learn Standards to correspond to the implementation of standards-based arts education instruction, and local boards of education are encouraged to implement the support needed to facilitate quality fine arts instruction.

### 2016 Revision Process Overview

The Tennessee State Board of Education and the project leadership team partnered with multiple arts agencies such as state arts education teachers associations, higher education institutions, and arts education leadership councils in order to create and disseminate a stakeholder feedback survey and recruit nominations for the writing team application process. After the writing team was selected, they conducted a careful examination of the data from the state arts education standards feedback survey and created principles to guide the development of the 2016 Standards for Arts Education. The resulting standards are organized in a way that brings more unity to all of the arts disciplines while maintaining the integrity of each specific content area. It is an attempt to bring the rich content of the previous standards to more modern understandings of standards so that districts can create high quality curriculum guides and students can have the most robust arts learning possible. If implemented with fidelity, the goal of the revised standards will be to teach all students to become quality artists capable of not only performing and creating artistic works with great fidelity, but also expressing meaning and understanding through the arts.

The next section will explain the overarching framework that houses the standards. It is important to note that some content areas will present the information in a different sequence in order to bring focus to the standards. For example, you may see the “Create” domain appear first in Visual Arts while the “Perform” domain appears first for music. This is not a mistake but an intentional presentation of the priorities for the major work of the content area. It is also important to note the major difference in visual presentation between previous state standards versions and the current drafts (not in final format versions). The previous standards were essentially a listing of 6-9 (depending on the specific arts content area) statements followed by a listing of grade/level specific performance indicators. Eleven foundational statements consistent among all of the arts content areas guide the updated standards, and the actual standards that follow are content and grade/level specific. Another significant consideration is that, depending on the particular grade and content area, not all of the 11 foundations are weighted equally in terms of expected instructional time or importance towards comprehensive artistic growth. Each content area and grade level

will refer to the “major work of the grade” to communicate which foundations are expected to be prioritized in order for students to gain mastery consistent with college and career readiness in the specific art form.

Shared between all fine arts disciplines are the eleven foundations and the four overarching domains. The Tennessee Portfolio of Student Growth System implemented the use of the “Perform, Create, Respond, and Connect” Domains in 2011, and the 2016 Standards for Arts Education continue to group all of the revised standards in similar domains, listed below. It is important to keep in mind that the order of the domains will depend on each specific content area.

Domains:

P= Perform (Music, Dance, Theatre); Present (Visual Arts) Produce; (Media Arts)

Cr= Create

R= Respond

Co= Connect

As mentioned previously, each domain has two or three “foundations” that are common among all fine arts disciplines, totaling eleven overarching statements of requisite behaviors for artistic growth. Again, it is important to keep in mind that that not all foundations are implied to be weighted equally. The weighting changes depending on the grade and course expectations for the specific fine arts disciplines.

Foundations:

P= Perform (Music, Dance, Theatre); Present (Visual Arts); Produce (Media Arts)

1. Select, analyze, and interpret artistic work for performance/presentation/production.
2. Develop and refine artistic techniques and work for performance/presentation/production.
3. Convey and express meaning through the performance/presentation/production of artistic work.

Cr= Create

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

### R= Respond

1. Perceive and analyze artistic work.
2. Interpret intent and meaning in artistic work.
3. Apply criteria to evaluate artistic work.

### Co= Connect

1. Synthesize and relate knowledge and personal experiences to artistic endeavors.
2. Relate artistic ideas and works with societal, cultural, and historical context.

## A Guide to the Coding of the Updated Standards

The standards are coded with the grade level, content area, domain, foundation, and a letter might also be used to delineate subsections of the particular foundation. Some foundations will contain more standards than other, depending on the content and grade level.

Examples:

**K.VA.P.1.A** Select art objects for personal portfolio and display, explaining why they were chosen.

Kindergarten (K) is the grade, Visual Arts (VA) is the content, Present (P) is the domain, 1 is the foundation “Select, analyze, and interpret artistic work for presentation”, and A is the actual standard.

**6.IM.P.2.C** Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: Demonstrate an understanding of basic elements associated with successful sight-reading.

Sixth Grade (6) is the grade, Instrumental Music (IM) is the content, Perform (P) is the domain, 2 is the foundation “Develop and refine artistic techniques and work for performance”, and C is the third standard under this foundation.

## Additional Considerations

The following are several considerations to provide context around the revised standards for arts education:

### 1. Literacy in the Arts Classrooms

Literacy is an important concept in all academic areas. Rather than being a stand-alone subject area, literacy provides a pathway for cognition, enabling students to learn content efficiently and express themselves effectively. The arts, like all subject areas, help to reinforce literacy through the careful study of discipline specific vocabulary, the review of primary sources in the content, and a variety of engagement opportunities specifically in the artistic domains of “Respond” and “Connect”. However, the predominance of Tennessee Standards for Arts Education prioritizes the principles of artistic literacy, such as visual thinking strategies, aural literacy (audiation), and notation literacy (decoding symbolic systems of music notation to create and interpret meaning). To the goals of college and career readiness, it would be counter productive for school leaders to suggest that an arts teacher limit the implementation of the Tennessee Standards for Arts Education during instructional time in order to reinforce learning in English language arts classrooms. Arts teachers’ instructional efforts are best leveraged when creating synergy towards the multiple meanings of literacy instruction, and the multiple meanings are embedded as appropriate to each arts discipline in the Tennessee Standards for Arts Education.

### 2. Major Work of the Grade

As previously noted, the specific grade level and discipline within the arts will prioritize instructional time within certain foundations. Not all of the content in a given grade/course is emphasized equally in the standards. Some foundations require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to arts learning or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning. That is not to say the other foundations are not important, only that the urgency towards mastery does not require the same amount of instructional time depending on the course and experience level of the young artists. For example, it might be common in level one beginning band and orchestra to prioritize instructional time in foundation P2 “Develop and refine artistic techniques and work for performance” and, for example, prioritize P3 “Convey and express meaning through the performance” more heavily as the student progresses through the middle school and high schools levels of instrumental music. While P1 “Select, analyze, and interpret artistic work for performance” would be covered during instruction, the relative instructional time needed to achieve the standards would not be comparable.

### 3. Grade Bands

Within the Tennessee Standards for Arts Education, elementary school is defined as grades K-5; middle school as grades 6-8; and high school as grades 9-12. It is important to note that in some content areas, the student point of entry is dependent upon certain factors and districts should exercise care when developing curriculum maps and course offerings. For example, to become college ready in most ensemble-based performing arts coursework, instruction should start in middle school and progress sequentially through high school. The Tennessee Standards for Arts Education are constructed to reflect this common expectation.

### 4. Opportunity to Learn Standards

The Tennessee Standards for Arts Education are written to reflect conditions described in the basic level programming from the National Opportunity to Learn Standards for Music and Arts Education.

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# Dance and Theatre

Tennessee Academic Standards for Fine Arts



## Tennessee Academic Standards for Fine Arts Education

### Dance and Theatre Introduction

The fine arts have always been an intrinsic part of a quality, well-rounded education—the kind of education Tennessee educators strive every day to offer our students. The incorporation of dance into public school education offers many of the necessary life skills that will help students to be productive and successful citizens in society, in addition to preparing students for paths of dance at the collegiate or possible career level. The skills offered through the arts, and in dance specifically, are exactly those Tennesseans strive to teach our students in all disciplines: positive self-expression and self-confidence, productive communication, teamwork and collaboration, critical analysis and evaluation, self-discipline, a strong work ethic, and the motivation to continuously strive towards excellence in any given task. To that end, these new teaching standards for dance serve to give all stakeholders in our students' education—teachers, parents, administrators, students, and community members—a rigorous and effective tool to facilitate dance education in our schools.

When writing these new standards, the writing team relied on the National Core Arts Standards (NCAS), a voluntary framework to guide arts education across America. (Read more about the NCAS [here](#).) In the foreword to the NCAS it states,

The central purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large.

With this explanation in mind, these standards were built the framework of the NCAS which is built on four key domains: Creating, Performing/Presenting/Producing, Connecting, and Responding. Within each of these domains are foundations and standards to support the development of curriculum, programs, and learning in dance. By keeping the domains and foundations of the NCAS, there is continuity not only across fine arts in Tennessee, but also across the US.

Each domain houses standards for each grade level through grade 8; then, standards for varying levels of dance and theatre proficiency in high school: beginner (HS1), intermediate (HS2), advanced (HS3), and pre-professional (HS4). There are instances where the standards between (HS3) and (HS4) look similar at each level. In these instances, the underlying concepts should increase in rigor from year to year.

This framework allows for greater teacher flexibility while also increasing rigor in the discipline and keeping many of the positive elements from the original Tennessee state standards. On the following page is an outline for a suggested progression through the foundations, intended to help guide instructors through the new format and language of

the dance standards.

Overall, this updated set of standards is designed for teacher flexibility. Teachers are the best judges of how to plan, build, implement, assess, and differentiate instruction. Teachers have access to and support from a variety of resources and should be able to use those resources in the way they see fit to best facilitate their instruction. These standards are purposefully broad for the sake of district curriculum development. Tennessee is a broad and diverse state with many cultures, practices, and values. It is important that every district be given autonomy to design a curriculum that is authentic to their population.

Artistic Processes	1994 National Standards / TN	New Foundations	Performance Standards
<b>Perform</b>	Elements and Skills	1. Select, analyze, & interpret artistic work for presentation, performance, production. 2. Develop and refine artistic techniques and work for presentation, performance, production. 3. Express meaning through the presentation, performance, production of artistic work.	See grade level
<b>Create</b>	Choreography Creativity and Communication	4. Generate and conceptualize artistic ideas and work. 5. Organize and develop artistic ideas and work. 6. Refine and complete artistic work.	
<b>Respond</b>	Criticism and Analysis	7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	
<b>Connect</b>	Cultural/Historical Contexts Health Interdisciplinary Connections	10. Synthesize and relate knowledge and personal experiences to artistic endeavors. 11. Relate artistic works with societal, cultural and historical context.	

# Dance K-5 | D

<b>DOMAIN: Perform</b>	
<b>Foundation P1</b> Select, analyze, and interpret artistic work for presentation/performance/production.	
<b>Standard D.P1.A</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>K</b>	<b>K.D.P1.A</b> Make still and moving body shapes that show lines (e.g., straight, bent, and curved), change levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change dimensions.
<b>1</b>	<b>1.D.P1.A</b> Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles.
<b>2</b>	<b>2.D.P1.A</b> Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.
<b>3</b>	<b>3.D.P1.A</b> Judge spaces as distance traveled and use space three-dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.
<b>4</b>	<b>4.D.P1.A</b> Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.
<b>5</b>	<b>5.D.P1.A</b> Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.

## DOMAIN: Perform

### Foundation P1

Select, analyze, and interpret artistic work for presentation/performance/production.

### Standard D.P1.B

Grade Level	Standards
K	<b>K.D.P1.B</b> Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.
1	<b>1.D.P1.B</b> Relate quick, moderate, and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.
2	<b>2.D.P1.B</b> Identify the length of time a move or phrase takes (e.g., whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.
3	<b>3.D.P1.B</b> Fulfill specified duration of time with improvised locomotor and axial movements. Differentiate between "in time" and "out of time" to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.
4	<b>4.D.P1.B</b> Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.
5	<b>5.D.P1.B</b> Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.

## DOMAIN: Perform

### Foundation P1

Select, analyze, and interpret artistic work for presentation/performance/production.

### Standard D.P1.C

Grade Level	Standards
K	<b>K.D.P1.C</b> Identify and apply different characteristics to movements (e.g., slow, smooth, or wavy).
1	<b>1.D.P1.C</b> Demonstrate movement characteristics along with movement vocabulary (e.g., use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and a joyful spin).
2	<b>2.D.P1.C</b> Select and apply appropriate characteristics to movements (e.g., selecting specific adverbs and adjectives and applying them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.
3	<b>3.D.P1.C</b> Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.
4	<b>4.D.P1.C</b> Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics.
5	<b>5.D.P1.C</b> Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal), and analyze the relationship between initiation and energy.

## DOMAIN: Perform

### Foundation P2

Develop and refine artistic techniques and work for performance.

### Standard D.P2.A

Grade Level	Standards
K	<b>K.D.P2.A</b> Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.
1	<b>1.D.P2.A</b> Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.
2	<b>2.D.P2.A</b> Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.
3	<b>3.D.P2.A</b> Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.
4	<b>4.D.P2.A</b> Demonstrate fundamental dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.
5	<b>5.D.P2.A</b> Recall and execute a series of dance phrases using fundamental dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).

## DOMAIN: Perform

### Foundation P2

Develop and refine artistic techniques and work for performance.

### Standard D.P2.B

Grade Level	Standards
K	<b>K.D.P2.B</b> Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.

1	<b>1.D.P2.B</b> Move safely in general space through a range of activities and group formations while maintaining personal space.
2	<b>2.D.P2.B</b> Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.
3	<b>3.D.P2.B</b> Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs
4	<b>4.D.P2.B</b> Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.
5	<b>5.D.P2.B</b> Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance, and injury prevention.

<b>DOMAIN: Perform</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for performance.	
<b>Standard D.P2.C</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>K</b>	<b>K.D.P2.C</b> Move body parts in relation to other body parts, and repeat and recall movements upon request.
<b>1</b>	<b>1.D.P2.C</b> Modify movements and spatial arrangements upon request.
<b>2</b>	<b>2.D.P2.C</b> Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.
<b>3</b>	<b>3.D.P2.C</b> Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.

<b>4</b>	<b>4.D.P2.C</b> Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (e.g., music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.
<b>5</b>	<b>5.D.P2.C</b> Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.

<b>DOMAIN: Perform</b>	
<b>Foundation P3</b> Express meaning through the performance of artistic work.	
<b>Standard D.P3.A</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>K</b>	<b>K.D.P3.A</b> Dance for and with others in a designated space.
<b>1</b>	<b>1.D.P3.A</b> Dance for others in a space where audience and performers occupy different areas.
<b>2</b>	<b>2.D.P3.A</b> Dance for and with others in a space where audience and performers occupy different areas.
<b>3</b>	<b>3.D.P3.A</b> Identify the main areas of a performance space using production terminology (e.g., stage right, stage left, center stage, upstage, and downstage).
<b>4</b>	<b>4.D.P3.A</b> Consider how to establish a formal performance space from an informal setting (e.g., gymnasium or grassy area).
<b>5</b>	<b>5.D.P3.A</b> Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.

## DOMAIN: Perform

### Foundation P3

Express meaning through the performance of artistic work.

### Standard D.P3.B

Grade Level	Standards
K	<b>K.D.P3.B</b> Select a prop to use as part of a dance.
1	<b>1.D.P3.B</b> Explore the use of simple props to enhance performance.
2	<b>2.D.P3.B</b> Use limited production elements (e.g., hand props, simple scenery, or media projections).
3	<b>3.D.P3.B</b> Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.
4	<b>4.D.P3.B</b> Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.
5	<b>5.D.P3.B</b> Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.

## DOMAIN: Create

### Foundation Cr1

Generate and conceptualize artistic ideas and work.

### Standard D.Cr1.A

Grade Level	Standards
K	<b>K.D.Cr1.A</b> Respond in movement to a variety of stimuli (e.g., music/sound, text, objects, images, symbols, and observed dance).

<b>1</b>	<b>1.D.Cr1.A</b> Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences), and identify the source.
<b>2</b>	<b>2.D.Cr1.A</b> Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences), and suggest additional sources for movement ideas.
<b>3</b>	<b>3.D.Cr1.A</b> Experiment with a variety of self-identified stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement.
<b>4</b>	<b>4.D.Cr1.A</b> Identify ideas for choreography generated from a variety of stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences).
<b>5</b>	<b>5.D.Cr1.A</b> Build content for choreography using several stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b>	
Generate and conceptualize artistic ideas and work.	
<b>Standard D.Cr1.B</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>K</b>	<b>K.D.Cr1.B</b> Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.
<b>1</b>	<b>1.D.Cr1.B</b> Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.
<b>2</b>	<b>2.D.Cr1.B</b> Combine a variety of movements while manipulating the elements of dance.
<b>3</b>	<b>3.D.Cr1.B</b> Explore a given movement problem. Select and demonstrate a solution.
<b>4</b>	<b>4.D.Cr1.B</b> Develop a movement problem, and manipulate the elements of dance as tools to find a solution.
<b>5</b>	<b>5.D.Cr1.B</b> Construct and solve multiple movement problems to develop choreographic content.

## DOMAIN: Create

### Foundation Cr2

Organize and develop artistic ideas and work.

### Standard D.Cr2.A

Grade Level	Standards
K	<b>K.D.Cr2.A</b> Improvise dance that has a beginning, middle, and end.
1	<b>1.D.Cr2.A</b> Improvise a series of movements that have a beginning, middle, and end, and describe the movement choices.
2	<b>2.D.Cr2.A</b> Improvise a dance phrase with a beginning, middle that has a main idea, and a clear end.
3	<b>3.D.Cr2.A</b> Identify and experiment with choreographic devices to create simple movement patterns and dance structures (e.g., AB, ABA, theme, and variation).
4	<b>4.D.Cr2.A</b> Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.
5	<b>5.D.Cr2.A</b> Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.

## DOMAIN: Create

### Foundation Cr2

Organize and develop artistic ideas and work.

### Standard D.Cr2.B

Grade Level	Standards
K	<b>K.D.Cr2.B</b> Express an idea, feeling, or image through improvised movement alone or with a partner.

1	<b>1.D.Cr2.B</b> Choose movements that express an idea or emotion or follow a musical phrase.
2	<b>2.D.Cr2.B</b> Choose movements that express a main idea or emotion or follow a musical phrase. Explain reasons for movement choices.
3	
4	<b>4.D.Cr2.B</b> Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.
5	<b>5.D.Cr2.B</b> Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Standard D.Cr3.A</b>	
<b>Grade Level</b>	<b>Standards</b>
K	<b>K.D.Cr3.A</b> Apply suggestions for changing movement through guided improvisational experiences.
1	<b>1.D.Cr3.A</b> Explore suggestions to change movement from guided improvisation and/or short remembered sequences.
2	<b>2.D.Cr3.A</b> Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
3	<b>3.D.Cr3.A</b> Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.
4	<b>4.D.Cr3.A</b> Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.

<b>5</b>	<b>5.D.Cr3.A</b> Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements.
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<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Standard D.Cr3.B</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>K</b>	<b>K.D.Cr3.B</b> Depict a dance movement by drawing a picture or using a symbol
<b>1</b>	<b>1.D.Cr3.B</b> Depict several different types of movements of a dance by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).
<b>2</b>	<b>2.D.Cr3.B</b> Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (e.g., high, middle, low).
<b>3</b>	<b>3.D.Cr3.B</b> Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.
<b>4</b>	<b>4.D.Cr3.B</b> Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (e.g., next to, above, below, behind, in front of).
<b>5</b>	<b>5.D.Cr3.B</b> Record changes in a dance sequence through writing, symbols, or a form of media technology.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard D.R1.A</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>K</b>	<b>K.D.R1.A</b> Find a movement that repeats in a dance.
<b>1</b>	<b>1.D.R1.A</b> Find a movement that repeats in a dance to make a pattern.
<b>2</b>	<b>2.D.R1.A</b> Find movements in a dance that develop a pattern.
<b>3</b>	<b>3.D.R1.A</b> Find a movement pattern that creates a movement phrase in a dance work.
<b>4</b>	<b>4.D.R1.A</b> Find patterns of movement in dance works that create a style or theme.
<b>5</b>	<b>5.D.R1.A</b> Find meaning or artistic intent from the patterns of movement in a dance work.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard D.R1.B</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>K</b>	<b>K.D.R1.B</b> Demonstrate or describe observed or performed dance movements.
<b>1</b>	<b>1.D.R1.B</b> Demonstrate and describe observed or performed dance movements from a specific genre or culture.

<b>2</b>	<b>2.D.R1.B</b> Demonstrate and describe movements in dance from different genres or cultures.
<b>3</b>	<b>3.D.R1.B</b> Demonstrate and explain how one dance genre is different from another or how one cultural movement practice is different from another.
<b>4</b>	<b>4.D.R1.B</b> Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.
<b>5</b>	<b>5.D.R1.B</b> Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.

<b>DOMAIN: Respond</b>	
<b>Foundation R2</b> Interpret intent and meaning in artistic work.	
<b>Standard D.R2.A</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>K</b>	<b>K.D.R2.A</b> Observe movement, and describe it using simple dance terminology.
<b>1</b>	<b>1.D.R2.A</b> Select movements from a dance that suggest ideas, and explain how the movement captures the idea using simple dance terminology.
<b>2</b>	<b>2.D.R2.A</b> Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.
<b>3</b>	<b>3.D.R2.A</b> Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.
<b>4</b>	<b>4.D.R2.A</b> Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.
<b>5</b>	<b>5.D.R2.A</b> Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.

## DOMAIN: Respond

### Foundation R3

Apply criteria to evaluate artistic work.

### Standard D.R3.A

Grade Level	Standards
K	<b>K.D.R3.A</b> Find a movement that was noticed in a dance. Demonstrate the movement that was noticed, and explain why it attracted attention.
1	<b>1.D.R3.A</b> Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting, and talk about why they were chosen.
2	<b>2.D.R3.A</b> Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.
3	<b>3.D.R3.A</b> Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances, and describe in basic dance terminology ways in which they are alike and different.
4	<b>4.D.R3.A</b> Discuss and demonstrate the characteristics that make a dance artistic, and apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.
5	<b>5.D.R3.A</b> Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Standard D.Cn1.A

Grade Level	Standards
K	<b>K.D.Cn1.A</b> Recognize and name an emotion that is experienced when watching, improvising, or performing dance, and relate it to a personal experience.
1	<b>1.D.Cn1.A</b> Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.
2	<b>2.D.Cn1.A</b> Describe, create, and/or perform a dance that expresses personal meaning, and explain how certain movements express this personal meaning.
3	<b>3.D.Cn1.A</b> Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.
4	<b>4.D.Cn1.A</b> Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas, or perspectives.
5	<b>5.D.Cn1.A</b> Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Standard D.Cn1.B

Grade Level	Standards
K	<b>K.D.Cn1.B</b> Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.

<b>1</b>	<b>1.D.Cn1.B</b> Observe illustrations from a story. Discuss observations and identify ideas for dance movement, and demonstrate the big ideas of the story.
<b>2</b>	<b>2.D.Cn1.B</b> Respond to a dance work using an inquiry-based set of questions (e.g., See, Think, Wonder). Create movement using ideas from responses, and explain how certain movements express a specific idea.
<b>3</b>	<b>3.D.Cn1.B</b> Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.
<b>4</b>	<b>4.D.Cn1.B</b> Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic, and choreograph movements that communicate the information. Discuss what was learned from creating the dance, and describe how the topic might be communicated using another form of expression.
<b>5</b>	<b>5.D.Cn1.B</b> Choose a topic, concept, or content from another discipline of study, and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea, and discuss how this learning process is similar to or different from other learning situations.

<b>DOMAIN: Connect</b>	
<b>Foundation Cn1</b>	
Synthesize and relate knowledge and personal experiences to artistic endeavors.	
<b>Standard D.Cn1.C</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>K</b>	<b>K.D.Cn1.C</b> Identify and demonstrate proper safety measures in the studio and/or performance space.
<b>1</b>	<b>1.D.Cn1.C</b> Identify and demonstrate proper safety measures in the studio and/or performance space.
<b>2</b>	<b>2.D.Cn1.C</b> Identify and demonstrate proper safety measures in the studio and/or performance space.

<b>3</b>	<b>3.D.Cn1.C</b> Identify and demonstrate proper safety measures in the studio and/or performance space.
<b>4</b>	<b>4.D.Cn1.C</b> Identify and demonstrate proper safety measures in the studio and performance space.
<b>5</b>	<b>5.D.Cn1.C</b> Identify and demonstrate proper safety measures in the studio and performance space.

<b>DOMAIN: Connect</b>	
<b>Foundation Cn2</b> Relate artistic ideas and works with societal, cultural, and historical text.	
<b>Standard D.Cn2.A</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>K</b>	<b>K.D.Cn2.A</b> Describe or demonstrate the movements in a dance that was watched or performed.
<b>1</b>	<b>1.D.Cn2.A</b> Watch and/or perform a dance from a different culture, and discuss or demonstrate the types of movement danced.
<b>2</b>	<b>2.D.Cn2.A</b> Observe a dance, and relate the movement to the people or environment in which the dance was created and performed.
<b>3</b>	<b>3.D.Cn2.A</b> Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.
<b>4</b>	<b>4.D.Cn2.A</b> Select and describe movements in a specific genre or style, and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.
<b>5</b>	<b>5.D.Cn2.A</b> Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

# Dance 6-8 | D

<b>DOMAIN: Perform</b>	
<b>Foundation P1</b> Select, analyze, and interpret artistic work for performance.	
<b>Standard D.P1.A</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.D.P1.A</b> Use space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space alone and with others. Demonstrate use of space by designing body shapes in relation to others, objects, and environment. Maintain focus with partner or group in near and far space.
<b>7</b>	<b>7.D.P1.A</b> Use space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space alone and with others. Demonstrate use of space by designing body shapes in relation to others, objects, and environment. Maintain focus with partner or group in near and far space.
<b>8</b>	<b>8.D.P1.A</b> Use space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space, alone and with others. Demonstrate use of space by designing body shapes in relation to others, objects, and environment. Maintain focus with partner or group in near and far space.

## DOMAIN: Perform

### Foundation P1

Select, analyze, and interpret artistic work for performance.

### Standard D.P1.B

Grade Level	Standards
6	<b>6.D.P1.B</b> Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Demonstrate dance phrases of different lengths that use various timings within the same section.
7	<b>7.D.P1.B</b> Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Demonstrate dance phrases of different lengths that use various timings within the same section.
8	<b>8.D.P1.B</b> Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Demonstrate dance phrases of different lengths that use various timings within the same section.

## DOMAIN: Perform

### Foundation P1

Select, analyze, and interpret artistic work for performance.

### Standard D.P1.C

Grade Level	Standards
6	<b>6.D.P1.C</b> Identify and demonstrate energy/effort and dynamics in technique exercises and dance performances. Use energy and dynamics to enhance and project movements. Identify uses of energy/effort and dynamics in a variety of dance genres.
7	<b>7.D.P1.C</b> Identify and demonstrate energy/effort and dynamics in technique exercises and dance performances. Use energy and dynamics to enhance and project movements. Identify uses of energy/effort and dynamics in a variety of dance genres.

<b>8</b>	<b>8.D.P1.C</b> Identify and demonstrate energy/effort and dynamics in technique exercises and dance performances. Use energy and dynamics to enhance and project movements. Identify uses of energy/effort and dynamics in a variety of dance genres.
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<b>DOMAIN: Perform</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for performance.	
<b>Standard D.P2.A</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.D.P2.A</b> Identify and demonstrate technical skills including proper body alignment, coordination, balance, core support, endurance, flexibility, transfer of weight, and body part articulation in locomotor and axial movements in a particular genre of dance.
<b>7</b>	<b>7.D.P2.A</b> Identify and demonstrate technical skills including proper body alignment, coordination, balance, core support, endurance, flexibility, transfer of weight, and body part articulation in locomotor and axial movements in a particular genre of dance.
<b>8</b>	<b>8.D.P2.A</b> Identify and demonstrate technical skills including proper body alignment, coordination, balance, core support, endurance, flexibility, transfer of weight, and body part articulation in locomotor and axial movements in a particular genre of dance.

<b>DOMAIN: Perform</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for performance.	
<b>Standard D.P2.B</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.D.P2.B</b> Identify and use appropriate dance terminology.

<b>7</b>	<b>7.D.P2.B</b> Identify and use appropriate dance terminology.
<b>8</b>	<b>8.D.P2.B</b> Identify and use appropriate dance terminology.

<b>DOMAIN: Perform</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for performance.	
<b>Standard D.P2.C</b>	
Grade Level	Standards
<b>6</b>	<b>6.D.P2.C</b> Refine technique through teacher-given corrections and self-evaluations using appropriate dance terminology.
<b>7</b>	<b>7.D. P2.C</b> Refine technique through teacher-given corrections and self-evaluations using appropriate dance terminology.
<b>8</b>	<b>8.D. P2.C</b> Refine technique through teacher-given corrections and self-evaluations using appropriate dance terminology.

<b>DOMAIN: Perform</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for performance.	
<b>Standard D.P2.D</b>	
Grade Level	Standards
<b>6</b>	<b>6.D.P2.D</b> Demonstrate movement combinations in the center and across the floor using correct technique and musicality.
<b>7</b>	<b>7.D.P2.D</b> Demonstrate movement combinations in the center and across the floor using correct technique and musicality.

<b>8</b>	<b>8.D.P2.D</b> Demonstrate movement combinations in the center and across the floor using correct technique and musicality.
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<b>DOMAIN: Perform</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for performance.	
<b>Standard D.P2.E</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.D.P2.E</b> Apply movement principles such as movement initiation and use of imagery while performing dance sequences and movement studies.
<b>7</b>	<b>7.D.P2.E</b> Apply movement principles such as movement initiation and use of imagery while performing dance sequences and movement studies.
<b>8</b>	<b>8.D.P2.E</b> Apply movement principles such as movement initiation and use of imagery while performing dance sequences and movement studies.

<b>DOMAIN: Perform</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for performance.	
<b>Standard D.P2.F</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	
<b>7</b>	
<b>8</b>	<b>8.D.P2.F</b> Plan and execute collaborative and/or independent practice to achieve personal, technical, and/or artistic goals.

<b>DOMAIN: Perform</b>	
<b>Foundation P3</b> Express meaning through the performance of artistic work.	
<b>Standard D.P3.A</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.D.P3.A</b> Identify and demonstrate appropriate performance etiquette and performance practices during class, rehearsal, and performance. Document efforts, and create a plan for ongoing improvements.
<b>7</b>	<b>7.D.P3.A</b> Identify and demonstrate appropriate performance etiquette and performance practices during class, rehearsal, and performance. Document efforts, and create a plan for ongoing improvements.
<b>8</b>	<b>8.D.P3.A</b> Identify and demonstrate appropriate performance etiquette and performance practices during class, rehearsal, and performance. Document efforts, and create a plan for ongoing improvements.

<b>DOMAIN: Perform</b>	
<b>Foundation P3</b> Express meaning through the performance of artistic work.	
<b>Standard D.P3.B</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.D.P3.B</b> Identify, explore, and analyze the basic elements of dance production.
<b>7</b>	<b>7.D.P3.B</b> Identify, explore, and analyze the basic elements of dance production.
<b>8</b>	<b>8.D.P3.B</b> Identify, explore, and analyze the basic elements of dance production.

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work.	
<b>Standard D.Cr1.A</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.D.Cr1.A</b> Explore a variety of stimuli to generate movement through various improvisational approaches. Develop self-awareness and self-confidence through the explanation of movement.
<b>7</b>	<b>7.D.Cr1.A</b> Explore a variety of stimuli to generate movement through various improvisational approaches. Develop self-awareness and self-confidence through the explanation of movement.
<b>8</b>	<b>8.D.Cr1.A</b> Explore a variety of stimuli to generate movement through various improvisational approaches. Develop self-awareness and self-confidence through the explanation of movement.

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work.	
<b>Standard D.Cr1.B</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.D.Cr1.B</b> Explore various movement vocabularies, and solve movement problems to develop choreographic content.
<b>7</b>	<b>7.D.Cr1.B</b> Explore various movement vocabularies, and solve movement problems to develop choreographic content.
<b>8</b>	<b>8.D.Cr1.B</b> Explore various movement vocabularies, and solve movement problems to develop choreographic content.

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work.	
<b>Standard D.Cr1.C</b>	
Grade Level	Standards
6	<b>6.D.Cr1.C</b> Create movement from a variety of stimuli that develops artistic expression, and use to create an original dance study. Explain choices using appropriate dance terminology.
7	<b>7.D.Cr1.C</b> Create movement from a variety of stimuli that develops artistic expression, and use to create an original dance study. Explain choices using appropriate dance terminology.
8	<b>8.D.Cr1.C</b> Create movement from a variety of stimuli that develops artistic expression, and use to create an original dance study. Explain choices using appropriate dance terminology.

<b>DOMAIN: Create</b>	
<b>Foundation Cr2</b> Organize and develop artistic ideas and work.	
<b>Standard D.Cr2.A</b>	
Grade Level	Standards
6	<b>6.D.Cr2.A</b> Identify and explore choreographic devices and structures. Develop a dance study individually or with a group using various devices and structures that supports artistic intent
7	<b>7.D.Cr2.A</b> Identify and explore choreographic devices and structures. Develop a dance study individually or with a group using various devices and structures that supports artistic intent.
8	<b>8.D.Cr2.A</b> Identify and explore choreographic devices and structures. Develop a dance study individually or with a group using various devices and structures that supports artistic intent

<b>DOMAIN: Create</b>	
<b>Foundation Cr2</b> Organize and develop artistic ideas and work.	
<b>Standard D.Cr2.B</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.D.Cr2.B.</b> Use a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explain how choreographic choices support the artistic intent.
<b>7</b>	<b>7.D.Cr2.B</b> Use a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explain how choreographic choices support the artistic intent.
<b>8</b>	<b>8.D.Cr2.B</b> Use a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explain how choreographic choices support the artistic intent.

<b>DOMAIN: Create</b>	
<b>Foundation Cr2</b> Organize and develop artistic ideas and work.	
<b>Standard D.Cr2.C</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.D.Cr2.C</b> Identify and explore movement choices that communicate personal or cultural meaning. Create a dance study incorporating these choices.
<b>7</b>	<b>7.D.Cr2.C</b> Identify and explore movement choices that communicate personal or cultural meaning. Create a dance study incorporating these choices.
<b>8</b>	<b>8.D.Cr2.C</b> Identify and explore movement choices that communicate personal or cultural meaning. Create a dance study incorporating these choices.

<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Standard D.Cr3.A</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.D.Cr3.A</b> Identify and develop artistic criteria to revise a dance study. Revise a composition using the artistic criteria. Explain choices and revisions, and articulate how they affect artistic intent.
<b>7</b>	<b>7.D.Cr3.A</b> Identify and develop artistic criteria to revise a dance study. Revise a composition using the artistic criteria. Explain choices and revisions, and articulate how they affect artistic intent.
<b>8</b>	<b>8.D.Cr3.A</b> Identify and develop artistic criteria to revise a dance study. Revise a composition using the artistic criteria. Explain choices and revisions, and articulate how they affect artistic intent.

<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Standard D.Cr3.B</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.D.Cr3.B</b> Investigate and explore a recognized system to document or record a dance sequence using symbols, writing, or a form of media technology.
<b>7</b>	<b>7.D.Cr3.B</b> Investigate and explore a recognized system to document or record a dance sequence using symbols, writing, or a form of media technology.
<b>8</b>	<b>8.D.Cr3.B</b> Investigate and explore a recognized system to document or record a dance sequence using symbols, writing, or a form of media technology.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard D.R1.A</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.D.R1.A</b> Describe, analyze, interpret, and discuss movement sequences and their relationships to the artistic intent.
<b>7</b>	<b>7.D.R1.A</b> Describe, analyze, interpret, and discuss movement sequences and their relationships to the artistic intent.
<b>8</b>	<b>8.D.R1.A</b> Describe, analyze, interpret, and discuss movement sequences and their relationships to the artistic intent.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard D.R1.B</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.D.R1.B</b> Identify and analyze how the elements of dance are used in a variety of genres or cultural movement practices. Use genre-specific terminology.
<b>7</b>	<b>7.D.R1.B</b> Identify and analyze how the elements of dance are used in a variety of genres or cultural movement practices. Use genre-specific terminology.
<b>8</b>	<b>8.D.R1.B</b> Identify and analyze how the elements of dance are used in a variety of genres or cultural movement practices. Use genre-specific terminology.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard D.R1.C</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.D.R1.C</b> Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation.
<b>7</b>	<b>7.D.R1.C</b> Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation.
<b>8</b>	<b>8.D.R1.C</b> Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard D.R1.D</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	
<b>7</b>	<b>7.D.R1.D</b> Construct a written critique of a student or professional performance.
<b>8</b>	<b>8.D.R1.D</b> Construct a formal written critique of a student or professional performance.

<b>DOMAIN: Respond</b>	
<b>Foundation R2</b> Interpret intent and meaning in artistic work.	
<b>Standard D.R2.A</b>	
Grade Level	Standards
6	<b>6.D.R2.A</b> Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, and context using genre-specific terminology from the dance as evidence to support the explanation
7	<b>7.D.R2.A</b> Demonstrate and explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, and context using genre-specific dance terminology from the dance as evidence to support the explanation.
8	<b>8.D.R2.A</b> Demonstrate and explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, and context using genre-specific dance terminology from the dance as evidence to support the explanation.

<b>DOMAIN: Respond</b>	
<b>Foundation R3</b> Apply criteria to evaluate artistic work.	
<b>Standard D.R3.A</b>	
Grade Level	Standards
6	<b>6.D.R3.A</b> Identify artistic criteria to determine the effectiveness of a dance using the characteristics of a genre or cultural movement practice. Use the artistic criteria to determine a particular dance work's effectiveness, and evaluate it considering the content, context, genre, or cultural movement practice to comprehend artistic expression. Use genre-specific terminology.
7	<b>7.D.R3.A</b> Identify artistic criteria to determine the effectiveness of a dance using the characteristics of a genre or cultural movement practice. Use the artistic criteria to determine a particular dance work's effectiveness, and evaluate it considering the content, context, genre, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

<b>8</b>	<b>8.D.R3.A</b> Identify artistic criteria to determine the effectiveness of a dance using the characteristics of a genre or cultural movement practice. Use the artistic criteria to determine a particular dance work's effectiveness, and evaluate it considering the content, context, genre, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.
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<b>DOMAIN: Connect</b>	
<b>Foundation Cn1</b>	
Synthesize and relate knowledge and personal experiences to artistic endeavors.	
<b>Standard D.Cn1.A</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.D.Cn1.A</b> Analyze and compare various movement qualities and dance elements from various genres and cross-cultural dances to one's own personal experiences and knowledge.
<b>7</b>	<b>7.D.Cn1.A</b> Analyze and compare various movement qualities and dance elements from various genres and cross-cultural dances to one's own personal experiences and knowledge.
<b>8</b>	<b>8.D.Cn1.A</b> Analyze and compare various movement qualities and dance elements from various genres and cross-cultural dances to one's own personal experiences and knowledge.

<b>DOMAIN: Connect</b>	
<b>Foundation Cn1</b>	
Synthesize and relate knowledge and personal experiences to artistic endeavors.	
<b>Standard D.Cn1.B</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.D.Cn1.B</b> Research aspects from the historical, social, or cultural development of a dance genre. Analyze how these aspects affect the development of the movement.

<b>7</b>	<b>7.D.Cn1.B</b> Research aspects from the historical, social, or cultural development of a dance genre. Analyze how these aspects affect the development of the movement.
<b>8</b>	<b>8.D.Cn1.B</b> Research aspects from the historical, social, or cultural development of a dance genre. Analyze how these aspects affect the development of the movement.

<b>DOMAIN: Connect</b>	
<b>Foundation Cn1</b>	
Synthesize and relate knowledge and personal experiences to artistic endeavors.	
<b>Standard D.Cn1.C</b>	
Grade Level	Standards
<b>6</b>	<b>6.D.Cn1.C</b> Identify and apply basic anatomical knowledge and spatial awareness to promote safe and healthful practices while warming up and dancing.
<b>7</b>	<b>7.D.Cn1.C</b> Identify and apply basic anatomical knowledge and spatial awareness to promote safe and healthful practices while warming up and dancing.
<b>8</b>	<b>8.D.Cn1.C</b> Identify and apply basic anatomical knowledge and spatial awareness to promote safe and healthful practices while warming up and dancing.

<b>DOMAIN: Connect</b>	
<b>Foundation Cn1</b>	
Synthesize and relate knowledge and personal experiences to artistic endeavors.	
<b>Standard D.Cn1.D</b>	
Grade Level	Standards
<b>6</b>	<b>6.D.Cn1.D</b> Examine the effects of healthful/unhealthful living choices.

<b>7</b>	<b>7.D.Cn1.D</b> Examine the effects of healthful/unhealthful living choices
<b>8</b>	<b>8.D.Cn1.D</b> Examine the effects of healthful/unhealthful living choices.

<b>DOMAIN: Connect</b>	
<b>Foundation Cn1</b>	
Synthesize and relate knowledge and personal experiences to artistic endeavors.	
<b>Standard D.Cn1.E</b>	
Grade Level	Standards
<b>6</b>	<b>6.D.Cn1.E</b> Identify and demonstrate proper safety measures in the studio and theater.
<b>7</b>	<b>7.D.Cn1.E</b> Identify and demonstrate proper safety measures in the studio and theater.
<b>8</b>	<b>8.D.Cn1.E</b> Identify and demonstrate proper safety measures in the studio and theater.

<b>DOMAIN: Connect</b>	
<b>Foundation Cn2</b>	
Relate artistic ideas and works with societal, cultural, and historical text.	
<b>Standard D.Cn2.A</b>	
Grade Level	Standards
<b>6</b>	<b>6.D.Cn2.A</b> Identify and analyze the similarities and differences in various genres of dance. Identify and compare the historical background of cultural, classical, theatrical, and contemporary forms of dance.

<b>7</b>	<b>7.D.Cn2.A</b> Identify and analyze the similarities and differences in various genres of dance. Identify and compare the historical background of cultural, classical, theatrical, and contemporary forms of dance.
<b>8</b>	<b>8.D.Cn2.A</b> Identify and analyze the similarities and differences in various genres of dance. Identify and compare the historical background of cultural, classical, theatrical, and contemporary forms of dance.

<b>DOMAIN: Connect</b>	
<b>Foundation Cn2</b>	
Relate artistic ideas and works with societal, cultural, and historical text.	
<b>Standard D.Cn2.B</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.D.Cn2.B</b> Identify ritualistic dance from other cultures and locations throughout the world. Identify social impacts on the development of a particular genre or style of dance
<b>7</b>	<b>7.D.Cn2.B</b> Identify ritualistic dance from other cultures and locations throughout the world. Identify social impacts on the development of a particular genre or style of dance.
<b>8</b>	<b>8.D.Cn2.B</b> identify ritualistic dance from other cultures and locations throughout the world. Identify social impacts on the development of a particular genre or style of dance.

## Dance 9-12 | D

<b>DOMAIN: Perform</b>	
<b>Foundation P1</b> Select, analyze, and interpret artistic work for performance.	
<b>Standard D.P1.A</b>	
Grade Level	Standards
HS1	<b>HS1.D.P1.A</b> Use space and levels intentionally during phrases and through transitions alone and with others.
HS2	<b>HS2.D.P1.A</b> Execute combinations demonstrating level changes while maintaining relationships through focus and intentionality.
HS3	<b>HS3.D.P1.A</b> Understand inward and outward focus and demonstrate through movement alone and with others.
HS4	<b>HS4.D.P1.A</b> Identify and demonstrate movement for artistic and expressive clarity.

<b>DOMAIN: Perform</b>	
<b>Foundation P1</b> Select, analyze, and interpret artistic work for performance.	
<b>Standard D.P1.B</b>	
Grade Level	Standards
HS1	<b>HS1.D.P1.B</b> Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment.
HS2	<b>HS2.D.P1.B</b> Perform dance studies and compositions that use time and tempo in various ways. Use breath, internal rhythms, and kinetics as phrasing tools.

<b>HS3</b>	<b>HS3.D.P1.B</b> Modulate time factors for artistic interest, and express acuity. Demonstrate time complexity in phrasing with and without musical accompaniment.
<b>HS4</b>	<b>HS4.D.P1.B</b> Use multiple and complex rhythms (e.g., contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.

<b>DOMAIN: Perform</b>	
<b>Foundation P1</b> Select, analyze, and interpret artistic work for performance.	
<b>Standard D.P1.C</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.D.P1.C</b> Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase.
<b>HS2</b>	<b>HS2.D.P1.C</b> Connect energy and dynamics to movements by applying them in and through all parts of the body.
<b>HS3</b>	<b>HS3.D.P1.C</b> Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics by transitioning between phrases.
<b>HS4</b>	<b>HS4.D.P1.C</b> Modulate dynamics to clearly express intent while performing phrases and choreography. Perform movement sequences expressively using a broad dynamic range, and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.

<b>DOMAIN: Perform</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for performance.	
<b>Standard D.P2.A</b>	
Grade Level	Standards
HS1	<b>HS1.D.P2.A</b> Demonstrate technical dance skills including proper alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial movements in a particular genre.
HS2	<b>HS2.D.P2.A</b> Develop awareness through dancing with others by executing complex spatial, rhythmic, and dynamic combinations to refine technical dance skills previously learned and meet performance goals. Technical dance skills include proper body alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial movements.
HS3	<b>HS3.D.P2.A</b> Analyze and refine awareness of technical dance skills and performance goals in two genres of dance. Technical dance skills include proper body alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial movements.
HS4	<b>HS4.D.P2.A</b> Apply technical and performance skills in complex choreography when performing a solo, duet, or ensemble work in a variety of dance genres.

<b>DOMAIN: Perform</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for performance.	
<b>Standard D.P2.B</b>	
Grade Level	Standards
HS1	<b>HS1.D.P2.B</b> Refine technique through teacher-directed corrections and self-evaluations using appropriate dance terminology.

HS2	<b>HS2.D.P2.B</b> Develop anatomical awareness and healthful practices to technical dance skills to achieve fluency of movement and prevent injury.
HS3	<b>HS3.D.P2.B</b> Apply and refine anatomical awareness and healthful practices to technical dance skills to achieve fluency of movement and prevent injury.
HS4	<b>HS4.D.P2.B</b> Incorporate healthful and safe practices for dancers, and modify personal practices based on findings.

<b>DOMAIN: Perform</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for performance.	
<b>Standard D.P2.C</b>	
Grade Level	Standards
HS1	<b>HS1.D.P2.C</b> Perform movement combinations in the center and across the floor, demonstrating correct technique and musicality.
HS2	<b>HS2.D.P2.C</b> Plan and execute collaborative and independent practice to achieve personal, technical, and artistic goals.
HS3	<b>HS3.D.P2.C</b> Analyze and refine collaborative and independent practice to achieve personal, technical, and artistic goals.
HS4	<b>HS4.D.P2.C</b> Use a variety of strategies to analyze and evaluate rehearsals and performances of self and others to achieve performance excellence (e.g., use video recordings for analysis).

<b>DOMAIN: Perform</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for performance.	
<b>Standard D.P2.D</b>	
Grade Level	Standards
HS1	<b>HS1.D.P2.D</b> Plan and execute collaborative and independent practice to achieve personal, technical, and artistic goals.
HS2	
HS3	
HS4	

<b>DOMAIN: Perform</b>	
<b>Foundation P3</b> Express meaning through the performance of artistic work.	
<b>Standard D.P3.A</b>	
Grade Level	Standards
HS1	<b>HS1.D.P3.A</b> Identify performance etiquette and performance practices during class, rehearsal, and performance.
HS2	<b>HS2.D.P3.A</b> Demonstrate performance etiquette and performance practices during class, rehearsal, and performance. Accept notes from choreographer, and apply corrections to future rehearsals and performances.
HS3	<b>HS3.D.P3.A</b> Model performance etiquette and performance practices during class, rehearsal, and performance. Implement performance strategies to enhance projection. Accept notes from choreographer, and apply corrections to future rehearsals and performances. Document the rehearsal and performance process, and evaluate methods and strategies using dance terminology.

<b>HS4</b>	<b>HS4.D.P3.A</b> Model performance etiquette and performance practices during class, rehearsal, and performance. Implement performance strategies to enhance projection. Accept notes from choreographer, and apply corrections to future rehearsals and performances. Document the rehearsal and performance process, and evaluate methods and strategies using dance terminology.
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<b>DOMAIN: Perform</b>	
<b>Foundation P3</b> Express meaning through the performance of artistic work.	
<b>Standard D.P3.B</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.D.P3.B</b> Identify and analyze the basic elements of a dance production.
<b>HS2</b>	<b>HS2.D.P3.B</b> Evaluate possible designs for the production elements of a performance, and select and execute the ideas that would intensify and heighten the artistic intent of the dances.
<b>HS3</b>	<b>HS3.D.P3.B</b> Work collaboratively to produce a dance piece/concert on a stage or in an alternative performance venue, and plan the production elements necessary to fulfill the artistic intent of the dance works.
<b>HS4</b>	<b>HS4.D.P3.B</b> Work collaboratively to produce a dance concert, and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works.

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work.	
<b>Standard D.Cr1.A</b>	
Grade Level	Standards
HS1	<b>HS1.D.Cr1.A</b> Explore a variety of stimuli to generate movement through improvisation. Develop self-awareness and self-confidence through the exploration of movement. Analyze the process and the relationship between the stimuli and the movement
HS2	<b>HS2.D.Cr1.A</b> Synthesize content generated from stimulus materials to choreograph dance studies using original or codified movement.
HS3	<b>HS3.D.Cr1.A</b> Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.
HS4	<b>HS4.D.Cr1.A</b> Refine generated movement to develop a dance with clear intent, purpose, or structure.

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work.	
<b>Standard D.Cr1.B</b>	
Grade Level	Standards
HS1	<b>HS1.D.Cr1.B</b> Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.
HS2	<b>HS2.D.Cr1.B</b> Apply personal movement preferences and strengths with the movement vocabulary of a particular dance genre to choreograph an original dance study or dance that communicates an artistic intent.

<b>HS3</b>	<b>HS3.D.Cr1.B</b> Apply personal movement preferences and strengths with the movement vocabulary of two or more dance genres to choreograph original dance studies or dances that communicate an artistic intent.
<b>HS4</b>	<b>HS4.D.Cr1.B</b> Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the solutions, and explain their effectiveness in expanding artistic intent.

<b>DOMAIN: Create</b>	
<b>Foundation Cr2</b> Organize and develop artistic ideas and work.	
<b>Standard D.Cr2.A</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.D.Cr2.A</b> Design a dance study using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.
<b>HS2</b>	<b>HS2.D.Cr2.A</b> Design and implement a variety of choreographic devices and dance structures to develop an original dance. Analyze how the structure and final composition expresses the artistic intent.
<b>HS3</b>	<b>HS3.D.Cr2.A</b> Demonstrate fluency of choreographic devices, structures, and processes. Express a personal/collective voice in designing and choreographing original dance compositions. Justify choreographic choices, and explain how they are used to support artistry.
<b>HS4</b>	<b>HS4.D.Cr2.A</b> Demonstrate mastery of choreographic devices, structures, and processes. Express a personal voice in designing an original dance piece. Justify choreographic choices, and explain how they are used to enhance the artistic intent.

<b>DOMAIN: Create</b>	
<b>Foundation Cr2</b> Organize and develop artistic ideas and work.	
<b>Standard D.Cr2.B</b>	
Grade Level	Standards
HS1	<b>HS1.D.Cr2.B</b> Choreograph a dance study that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.
HS2	<b>HS2.D.Cr2.B</b> Choreograph a dance study that uses ideas and themes as motivation. Explain how the movement is meant to represent the artistic intent.
HS3	<b>HS3.D.Cr2.B</b> Choreograph a dance based on a selected theme and make revisions to further develop the artistic intent.
HS4	<b>HS4.D.Cr2.B</b> Choreograph a dance based on a selected theme. Articulate the artistic intent, and analyze how the meaning drawn by the audience may differ.

<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Standard D.Cr3.A</b>	
Grade Level	Standards
HS1	<b>HS1.D.Cr3.A</b> Identify the artistic intent of a dance study by manipulating choreographic devices and dance structures/forms based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.
HS2	<b>HS2.D.Cr3.A</b> Clarify the artistic intent of a dance by refining choreographic processes and dance structures/forms, using established artistic criteria, self-reflection, and the feedback of others. Analyze and evaluate impact of choices made in the revision process.

<b>HS3</b>	<b>HS3.D.Cr3.A</b> Refine the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process, and justify how the refinements support artistic intent.
<b>HS4</b>	<b>HS4.D.Cr3.A</b> Refine the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process, and justify how the refinements support artistic intent.

<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Standard D.Cr3.B</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.D.Cr3.B</b> Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies in order to refine or complete artistic work.
<b>HS2</b>	<b>HS2.D.Cr3.B</b> Document a dance as a tool to refine work during the creative process.
<b>HS3</b>	<b>HS3.D.Cr3.B</b> Apply recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance, and apply findings to refine during the creative process.
<b>HS4</b>	<b>HS4.D.Cr3.B</b> Apply recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance, and apply findings to refine during the creative process.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard D.R1.A</b>	
Grade Level	Standards
HS1	<b>HS1.D.R1.A</b> Analyze original movement phrases identifying the elements of dance to solve given problems.
HS2	<b>HS2.D.R1.A</b> Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within a cultural context to communicate intent. Use genre-specific terminology.
HS3	<b>HS3.D.R1.A</b> Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices, and explain how their differences impact structure, communication, and intent within a cultural context. Use genre-specific terminology.
HS4	<b>HS4.D.R1.A</b> Explain how dance communicates aesthetic and/or cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific terminology.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard D.R1.B</b>	
Grade Level	Standards
HS1	<b>HS1.D.R1.B</b> Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation.
HS2	<b>HS2.D.R1.B</b> Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation.

<b>HS3</b>	<b>HS3.D.R1.B</b> Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation.
<b>HS4</b>	<b>HS4.D.R1.B</b> Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard D.R1.C</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.D. R1.C</b> Identify the elements of a dance critique, and apply to a performance.
<b>HS2</b>	<b>HS2.D. R1.C</b> Compare and analyze student or professional performances.
<b>HS3</b>	<b>HS3.D. R1.C</b> Construct a formal written critique of a student or professional performance.
<b>HS4</b>	<b>HS4.D. R1.C</b> Construct a formal written critique of a student and/or professional performance including all aspects of the presentation.

<b>DOMAIN: Respond</b>	
<b>Foundation R2</b> Interpret intent and meaning in artistic work.	
<b>Standard D.R2.A</b>	
Grade Level	Standards
HS1	<b>HS1.D.R2.A</b> Identify and discuss the artistic expression in a dance or dance phrase.
HS2	<b>HS2.D.R2.A</b> Compare different dances, and discuss their intent and artistic expression. Explain how the relationships among the components of dance enhance meaning and support intent using genre-specific terminology.
HS3	<b>HS3.D.R2.A</b> Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use genre-specific terminology.
HS4	<b>HS3.D.R2.A</b> Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre-specific terminology.

<b>DOMAIN: Respond</b>	
<b>Foundation R3</b> Apply criteria to evaluate artistic work.	
<b>Standard D.R3.A</b>	
Grade Level	Standards
HS1	<b>HS1.D.R3.A</b> Identify criteria for evaluating dance for different styles, genres, and cultures. Use appropriate dance terminology.
HS2	<b>HS2.D.R3.A</b> Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.

<b>HS3</b>	<b>HS3.D.R3.A</b> Compare two or more dances using artistic criteria to evaluate artistic expression and/or technical proficiency. Consider societal values and a range of perspectives. Use genre-specific terminology.
<b>HS4</b>	<b>HS4.D.R3.A</b> Define personal artistic preferences to critique dance. Consider societal and personal values, a range of artistic expression, and importance of technical proficiency. Justify views.

<b>DOMAIN: Connect</b>	
<b>Foundation Cn1</b>	
Synthesize and relate knowledge and personal experiences to artistic endeavors.	
<b>Standard D.Cn1.A</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.D.Cn1.A</b> Analyze and compare various movement qualities and dance elements from various genres and cross-cultural dances to one's own personal experiences and knowledge.
<b>HS2</b>	<b>HS2.D.Cn1.A</b> Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Determine whether or not this dance can relate to personal experiences, technology, or other academic subjects.
<b>HS3</b>	<b>HS3.D.Cn1.A</b> Analyze a piece of original choreography that is related to content learned in other subject areas, and research its context. Synthesize information learned, and share new ideas about its relationship to one's perspective.
<b>HS4</b>	<b>HS4.D.Cn1.A</b> Review original choreography developed over time with respect to its content and context and its relationship to personal experiences. Reflect upon and analyze the components that contributed to changes in one's personal growth.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Standard D.Cn1.B

Grade Level	Standards
HS1	<b>HS1.D.Cn1.B</b> Create or analyze an existing dance phrase that is related to content learned in another art area or academic subject. Identify principles of other subjects as they occur in dance.
HS2	<b>HS2.D.Cn1.B</b> Understand how anatomy, physiology, and kinesiology relate to dance.
HS3	<b>HS3.D.Cn1.B</b> Research specified muscles and skeletal structures used in dance technique and apply principles of anatomy, physiology, and kinesiology to dance.
HS4	<b>HS4.D.Cn1.B</b> Research physics concepts and/or muscles and skeletal structures used in movement. Apply findings to improve technical ability in dance technique.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Standard D.Cn1.C

Grade Level	Standards
HS1	<b>HS1.D.Cn1.C</b> Understand how anatomy, physiology, and kinesiology relate to dance.
HS2	<b>HS2.D.Cn1.C</b> Demonstrate proper safety measures in the dance studio and theater.

<b>HS3</b>	<b>HS3.D.Cn1.C</b> Consistently demonstrate proper safety measures in the dance studio and theater.
<b>HS4</b>	<b>HS4.D.Cn1.C</b> Consistently demonstrate proper safety measures in the dance studio and theater while setting an example for peers.

<b>DOMAIN: Connect</b>	
<b>Foundation Cn1</b> Synthesize and relate knowledge and personal experiences to artistic endeavors.	
<b>Standard D.Cn1.D</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.D.Cn1.D</b> Employ proper safety measures in the studio and theater.
<b>HS2</b>	
<b>HS3</b>	
<b>HS4</b>	

<b>DOMAIN: Connect</b>	
<b>Foundation Cn2</b> Relate artistic ideas and works with societal, cultural, and historical text.	
<b>Standard D.Cn2.A</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.D.Cn2.A</b> Compare and contrast differences in dance expression throughout the world. Analyze expressive movement in rituals and the connection to present day dance.

HS2	<b>HS2.D.Cn2.A</b> Analyze and discuss dances from selected genres, styles, and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the people from which the dances originate.
HS3	<b>HS3.D.Cn2.A</b> Analyze dances from different genres, styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the people from which the dance originates.
HS4	<b>HS4.D.Cn2.A</b> Analyze dances from several genres, styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the people from which the dance originates, and how the analysis has expanded one's dance literacy.

# Theatre K-5 | T

<b>DOMAIN: Perform</b>	
<b>Foundation P1</b> Select, analyze, and interpret artistic work for performance.	
<b>Standard T.P1.A</b>	
Grade Level	Standards
K	<b>K.T.P1.A</b> With prompting and support, identify characters, setting, and/or plot in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
1	<b>1.T.P1.A</b> Describe a story’s character and actions through dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	<b>2.T.P1.A</b> Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	<b>3.T.P1.A</b> Apply the elements of dramatic structure to a story and create a theatrical work.
4	<b>4.T.P1.A</b> Modify the dialogue and action to change the story in a theatrical work.
5	<b>5.T.P1.A</b> Describe the underlying thoughts and emotions that create dialogue and action in a theatrical work.

## DOMAIN: Perform

### Foundation P1

Select, analyze, and interpret artistic work for performance.

### Standard T.P1.B

Grade Level	Standards
K	
1	<b>1.T.P1.B</b> With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	<b>2.T.P1.B</b> Alter voice and/or body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama, etc.)
3	<b>3.T.P1.B</b> Investigate how movement and voice are incorporated into theatrical work.
4	<b>4.T.P1.B</b> Replicate a character based upon physical attributes presented in a theatrical work.
5	<b>5.T.P1.B</b> Use physical choices to create meaning in a theatrical work

## DOMAIN: Perform

### Foundation P2

Develop and refine artistic techniques and work for performance.

### Standard T.P2.A

Grade Level	Standards
K	<b>K.T.P2.A</b> With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama, etc.).
1	<b>1.T.P2.A</b> With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama, etc.).

<b>2</b>	<b>2.T.P2.A</b> Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>3</b>	<b>3.T.P2.A</b> Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for theatrical work.
<b>4</b>	<b>4.T.P2.A</b> Practice selected exercises that can be used in a group setting for theatrical work.
<b>5</b>	<b>5.T.P2.A</b> With support, choose acting exercises that can be applied to a theatrical work.

<b>DOMAIN: Perform</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for performance.	
<b>Standard T.P2.B</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>K</b>	<b>K.T.P2.B</b> With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>1</b>	<b>1.T.P2.B</b> With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>2</b>	<b>2.T.P2.B</b> Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>3</b>	<b>3.T.P2.B</b> Identify the basic technical elements that can be used in theatrical work.
<b>4</b>	<b>4.T.P2.B</b> Propose the use of technical elements in a theatrical work.
<b>5</b>	<b>5.T.P2.B</b> Demonstrate the use of technical elements in a theatrical work.

## DOMAIN: Perform

### Foundation P3

Express meaning through the performance of artistic work.

### Standard T.P3.A

Grade Level	Standards
K	<b>K.T.P3.A</b> Use body, face, gestures, and /or voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
1	<b>1.T.P3.A</b> With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	<b>2.T.P3.A</b> Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama, etc.) and informally share with peers.
3	<b>3.T.P3.A</b> Practice theatrical work, and share reflections individually and in small groups.
4	<b>4.T.P3.A</b> Share small-group theatrical work, with peers as audience.
5	<b>5.T.P3.A</b> Present theatrical work informally to an audience.

## DOMAIN: Create

### Foundation Cr1

Generate and conceptualize artistic ideas and work.

### Standard T.Cr1.A

Grade Level	Standards
K	<b>K.T.Cr1.A</b> With prompting and support, observe, invent, and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
1	<b>1.T.Cr1.A</b> Develop a character in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).

2	<b>2.T.Cr1.A</b> Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	<b>3.T.Cr1.A</b> Create roles, imagined worlds, and improvised stories in a theatrical work.
4	<b>4.T.Cr1.A</b> Articulate and/or demonstrate the visual details of imagined worlds and improvised stories that support the given circumstances in a theatrical work.
5	<b>5.T.Cr1.A</b> Identify physical qualities that might reveal a character's inner traits in the imagined world of a theatrical work.

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work.	
<b>Standard T.Cr1.B</b>	
<b>Grade Level</b>	<b>Standards</b>
K	<b>K.T.Cr1.B</b> With prompting and support, safely use materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
1	<b>1.T.Cr1.B</b> Collaborate with peers to incorporate safe and appropriate use of costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	<b>2.T.Cr1.B</b> Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	<b>3.T.Cr1.B</b> Imagine articulate and/or artistically express ideas for costumes, props, and sets for the environment and characters in a theatrical work.
4	<b>4.T.Cr1.B</b> Visualize and design technical elements that support the story and given circumstances in a theatrical work.
5	<b>5.T.Cr1.B</b> Propose design ideas that support the story and given circumstances in a theatrical work.

## DOMAIN: Create

### Foundation Cr1

Generate and conceptualize artistic ideas and work.

### Standard T.Cr1.C

Grade Level	Standards
K	
1	<b>1.T.Cr1.C</b> Identify and demonstrate ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama, etc.).
2	<b>2.T.Cr1.C</b> Identify and/or demonstrate ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama, etc.).
3	<b>3.T.Cr1.C</b> Discuss and/or demonstrate how characters might move and speak to support a story.
4	<b>4.T.Cr1.C</b> imagine and articulate and/or demonstrate how a character might move to support the story and given circumstances in theatre work.
5	<b>5.T.Cr1.C</b> Imagine and explain how a character's inner thoughts impact the story and given circumstances in a theatrical work

## DOMAIN: Create

### Foundation Cr2

Organize and develop artistic ideas and work.

### Standard T.Cr2.A

Grade Level	Standards
K	<b>K.T.Cr2.A</b> With prompting and support, appropriately interact with peers and contribute to dramatic play/theatrical work or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
1	<b>1.T.Cr2.A</b> Recognize the role of other characters' contributions to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).

<b>2</b>	<b>2.T.Cr2.A</b> Demonstrate basic understanding of setting in order to contribute to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>3</b>	<b>3.T.Cr2.A</b> Demonstrate basic understanding of plot structure in order to contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>4</b>	<b>4.T.Cr2.A</b> With peers, contribute to the development of meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>5</b>	<b>5.T.Cr2.A</b> Devise original ideas for a theatrical work that reflect collective inquiry about characters and their given circumstances.

<b>DOMAIN: Create</b>	
<b>Foundation Cr2</b> Organize and develop artistic ideas and work.	
<b>Standard T.Cr2.B</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>K</b>	<b>K.T.Cr2.B</b> With prompting and support, express original ideas in dramatic play/theatrical work or a guided drama experience (e.g., creative drama, process drama, story drama, etc.)
<b>1</b>	<b>1.T.Cr2.B</b> With prompting and support, participate in group character decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>2</b>	<b>2.T.Cr2.B</b> With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>3</b>	<b>3.T.Cr2.B</b> With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>4</b>	<b>4.T.Cr2.B</b> Contribute ideas and compare ideas with peers to make selections that will enhance and deepen a guided drama experience (e.g., process drama, story drama, creative drama, etc.).

<b>5</b>	<b>5.T.Cr2.B</b> Participate in defined roles required to present a theatrical work informally to an audience.
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<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Standard T.Cr3.A</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>K</b>	<b>K.T.Cr3.A</b> With prompting and support, identify the <i>who</i> , <i>what</i> , and <i>where</i> of a story in order to ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>1</b>	<b>1.T.Cr3.A</b> Adapt a character from literature or other source in order to contribute to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>2</b>	<b>2.T.Cr3.A</b> Demonstrate basic understanding of various settings to the adaptation of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>3</b>	<b>3.T.Cr3.A</b> Demonstrate basic understanding of a specific plot in order to contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>4</b>	<b>4.T.Cr3.A</b> Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>5</b>	<b>5.T.Cr3.A</b> Revise and improve an improvised or scripted theatre work through repetition and collaborative and/or self-review.

<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Standard T.Cr3.B</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>K</b>	
<b>1</b>	<b>1.T.Cr3.B</b> Incorporate different appropriate sounds and movements as characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>2</b>	<b>2.T.Cr3.B</b> Incorporate different appropriate sounds and movements to create setting in a guided drama experience (e.g., process drama, story drama, creative drama, etc.). [Note appropriate and safe are developmentally important and reflect current standards.]
<b>3</b>	<b>3.T.Cr3.B</b> Incorporate different appropriate sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>4</b>	<b>4.T.Cr3.B</b> Use and/or adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>5</b>	<b>5.T.Cr3.B</b> Participate in and contribute to physical and vocal exercise techniques for an improvised or scripted theatrical work.

<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Standard T.Cr3.C</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>K</b>	
<b>1</b>	<b>1.T.Cr3.C</b> Imagine multiple representations of a single object in a guided drama experience in an ensemble environment (e.g., process drama, story drama, creative drama, etc.).

<b>2</b>	<b>2.T.Cr3.C</b> Incorporate a single object through multiple representations in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>3</b>	<b>3.T.Cr3.C</b> Incorporate the use of objects through multiple representations in a guided drama experience in an ensemble environment (e.g., process drama, story drama, creative drama, etc.).
<b>4</b>	<b>4.T.Cr3.C</b> Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>5</b>	<b>5.T.Cr3.C</b> Create innovative solutions to design and resolve technical problems that arise in rehearsal for a theatrical work.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard T.R1.A</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>K</b>	<b>K.T.R1.A</b> With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>1</b>	<b>1.T.R1.A</b> Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>2</b>	<b>2.T.R1.A</b> Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
<b>3</b>	<b>3.T.R1.A</b> : Understand why artistic choices are made in a theatrical work.
<b>4</b>	<b>4.T.R1.A</b> Identify artistic choices made in a theatrical work through participation and observation.
<b>5</b>	<b>5.T.R1.A</b> Explain personal reactions to artistic choices made in a theatrical work through participation and observation.

## DOMAIN: Respond

### Foundation R2

Interpret intent and meaning in artistic work.

### Standard T.R2.A

Grade Level	Standards
K	<b>K.T.R2.A</b> With prompting and support, explore and identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama, etc.), or age-appropriate theatre performance.
1	<b>1.T.R2.A</b> Explain preferences and/or emotions in a guided drama experience (e.g., process drama, story drama, creative drama) or age-appropriate theatre performance.
2	<b>2.T.R2.A</b> Explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama, etc.) or age-appropriate theatre performance.
3	<b>3.T.R2.A</b> Consider multiple personal experiences when participating in or observing a theatrical work.
4	<b>4.T.R2.A</b> Compare and contrast multiple personal experiences when participating in or observing a theatrical work.
5	<b>5.T.R2.A</b> Justify responses based on personal experiences when participating in or observing a theatrical work.

## DOMAIN: Respond

### Foundation R2

Interpret intent and meaning in artistic work.

### Standard T.R2.B

Grade Level	Standards
K	<b>K.T.R2.B</b> With prompting and support, name and describe characters, settings, and/or plot in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).

1	<b>1.T.R2.B</b> Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama, etc.).
2	<b>2.T.R2.B</b> Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama, etc.).
3	<b>3.T.R2.B</b> Consider multiple ways to develop a character using physical characteristics and prop and/ or costume design choices that reflect cultural perspectives in theatrical work.
4	<b>4.T.R2.B</b> Compare and contrast the qualities of characters in a theatrical work through physical characteristics and prop or costume design choices that reflect cultural perspectives.
5	<b>5.T.R2.B</b> Explain responses to characters based on cultural perspectives when participating in or observing theatrical work.

<b>DOMAIN: Respond</b>	
<b>Foundation R2</b> Interpret intent and meaning in artistic work.	
<b>Standard T.R2.C</b>	
<b>Grade Level</b>	<b>Standards</b>
K	
1	<b>1.T.R2.C</b> Explain or use text and/or pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	<b>2.T.R2.C</b> Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	<b>3.T.R2.C</b> Examine how connections are made between oneself and a character's emotions in theatrical work.
4	<b>4.T.R2.C</b> Identify and discuss physiological changes connected to emotions in theatrical work.

<b>5</b>	<b>5.T.R2.C</b> Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.
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<b>DOMAIN: Respond</b>	
<b>Foundation R3</b> Apply criteria to evaluate artistic work.	
<b>Standard T.R3.A</b>	
Grade Level	Standards
K	<b>K.T.R3.A</b> With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
1	<b>1.T.R3.A</b> Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	<b>2.T.R3.A</b> Contribute to a scene in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	<b>3.T.R3.A</b> Understand how and why groups evaluate theatrical work.
4	<b>4.T.R3.A</b> Propose a plan to evaluate theatrical work.
5	<b>5.T.R3.A</b> Develop and implement a plan to evaluate theatrical work.

<b>DOMAIN: Respond</b>	
<b>Foundation R3</b> Apply criteria to evaluate artistic work.	
<b>Standard T.R3.B</b>	
Grade Level	Standards
K	

1	<b>1.T.R3.B</b> Identify props and/or costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	<b>2.T.R3.B</b> Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama, etc.) to describe characters, settings, or events.
3	<b>3.T.R3.B</b> Consider and analyze technical elements from multiple theatrical works.
4	<b>4.T.R3.B</b> Investigate how technical elements may support a theme or idea in a theatrical work.
5	<b>5.T.R3.B</b> Assess how technical elements represent the theme of a theatrical work.

<b>DOMAIN: Respond</b>	
<b>Foundation R3</b> Apply criteria to evaluate artistic work.	
<b>Standard T.R3.C</b>	
<b>Grade Level</b>	<b>Standards</b>
K	
1	<b>1.T.R3.C</b> Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	<b>2.T.R3.C</b> Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	<b>3.T.R3.C</b> Evaluate and analyze problems and situations in a theatrical work from an audience perspective.
4	<b>4.T.R3.C</b> Observe how a character's choices impact an audience's perspective in a theatrical work.
5	<b>5.T.R3.C</b> Recognize how a character's circumstances impact an audience's perspective in a theatrical work.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Standard T.Cn1.A

Grade Level	Standards
K	<b>K.T.Cn1.A</b> With prompting and support, retell a personal experience or story in a guided theatrical experience (e.g., process drama, story drama, creative drama, etc.).
1	<b>1.T.Cn1.A</b> Identify and express character emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.), and relate it to personal experience.
2	<b>2.T.Cn1.A</b> Relate character experiences to personal experiences, and express them in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	<b>3.T.Cn1.A</b> Use personal experiences and knowledge to make connections to community and culture in a theatrical work.
4	<b>4.T.Cn1.A</b> Identify the ways theatrical work reflects the perspectives of a community or culture.
5	<b>5.T.Cn1.A</b> Explain how drama/theatre connects oneself to a community or culture.

## DOMAIN: Connect

### Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical text.

### Standard T.Cn2.A

Grade Level	Standards
K	<b>K.T.Cn2.A</b> With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).

1	<b>1.T.Cn2.A</b> Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	<b>2.T.Cn2.A</b> Identify appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	<b>3.T.Cn2.A</b> Identify connections to community, social issues, and other content areas in theatrical work.
4	<b>4.T.Cn2.A</b> Respond to community and social issues, and incorporate other content areas in theatrical work.
5	<b>5.T.Cn2.A</b> Investigate historical, global, and social issues expressed in theatrical work.

## Theatre 6-8 | T

<b>DOMAIN: Perform</b>	
<b>Foundation P1</b> Select, analyze, and interpret artistic work for performance.	
<b>Standard T.P1.A</b>	
Grade Level	Standards
6	<b>6.T.P1.A</b> Describe the underlying thoughts and emotions that create dialogue and action in a theatrical work.
7	<b>7.T.P1.A</b> Discuss and justify various character objectives (choices) in a theatrical work.
8	<b>8.T.P1.A</b> Demonstrate and justify various character choices using given circumstances in a theatrical work.

<b>DOMAIN: Perform</b>	
<b>Foundation P1</b> Select, analyze, and interpret artistic work for performance.	
<b>Standard T.P1.B</b>	
Grade Level	Standards
6	<b>6.T.P1.B</b> Demonstrate physical choices which help create meaning in a theatrical work.
7	<b>7.T.P1.B</b> Discuss and justify various staging choices to enhance the story in a theatrical work.
8	<b>8.T.P1.B</b> Describe and justify how character relationships assist in telling a story of a theatrical work.

## DOMAIN: Perform

### Foundation P2

Develop and refine artistic techniques and work for performance.

### Standard T.P2.A

Grade Level	Standards
6	<b>6.T.P2.A</b> Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.
7	<b>7.T.P2.A</b> Participate in and/or lead a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.
8	<b>8.T.P2.A</b> Practice various acting techniques to expand skills in a rehearsal or theatrical performance.

## DOMAIN: Perform

### Foundation P2

Develop and refine artistic techniques and work for performance.

### Standard T.P2.B

Grade Level	Standards
6	<b>6.T.P2.B</b> Choose multiple technical elements that can be applied to a design in a theatrical work.
7	<b>7.T.P2.B</b> Demonstrate the use of multiple technical elements in a theatrical work.
8	<b>8.T.P2.B</b> Use multiple technical elements to create a design for a rehearsal or theatrical work.

## DOMAIN: Perform

### Foundation P3

Express meaning through the performance of artistic work.

### Standard T.P3.A

Grade Level	Standards
6	<b>6.T.P3.A</b> Incorporate voice, movement, and gestures to communicate emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama, etc.).
7	<b>7.T.P3.A</b> Perform in a group-guided or teacher-guided theatrical experience, and present it informally to an audience.
8	<b>8.T.P3.A</b> Perform a rehearsed theatrical work for an audience.

## DOMAIN: Perform

### Foundation P3

Express meaning through the performance of artistic work.

### Standard T.P3.B

Grade Level	Standards
6	
7	
8	<b>8.T.P3.B</b> Perform in a specific stage space (proscenium, thrust, etc.). Acknowledge impact of stage style on the performance.

## DOMAIN: Create

### Foundation Cr1

Generate and conceptualize artistic ideas and work.

### Standard T.Cr1.A

Grade Level	Standards
6	<b>6.T.Cr1.A</b> Identify solutions to staging challenges in a theatrical work.
7	<b>7.T.Cr1.A</b> Investigate multiple perspectives and solutions to staging challenges in a theatrical work.
8	<b>8.T.Cr1.A</b> Investigate and justify multiple perspectives and solutions to staging problems in a theatrical work.

## DOMAIN: Create

### Foundation Cr1

Generate and conceptualize artistic ideas and work.

### Standard T.Cr1.B

Grade Level	Standards
6	<b>6.T.Cr1.B</b> Identify solutions to design challenges in a theatrical work.
7	<b>7.T.Cr1.B</b> Present and explain solutions to design challenges in a theatrical work.
8	<b>8.T.Cr1.B</b> Discuss and justify solutions to design challenges of a performance space for a theatrical work.

## DOMAIN: Create

### Foundation Cr1

Generate and conceptualize artistic ideas and work.

### Standard T.Cr1.C

Grade Level	Standards
6	<b>6.T.Cr1.C</b> Explore a scripted or improvised character by imagining possible given circumstances in a theatrical work.
7	<b>7.T.Cr1.C</b> Envision and describe a scripted or improvised character's inner thoughts and objectives in a theatrical work.
8	<b>8.T.Cr1.C</b> Develop a scripted or improvised character by discussing and demonstrating the character's inner thoughts, objectives, and motivations in a theatrical work.

## DOMAIN: Create

### Foundation Cr2

Organize and develop artistic ideas and work.

### Standard T.Cr2.A

Grade Level	Standards
6	<b>6.T.Cr2.A</b> Analyze original ideas and artistic choices, and incorporate the ideas of others to improve, refine, and edit a devised or scripted theatrical work.
7	<b>7.T.Cr2.A</b> Examine and justify original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and historical and cultural context.
8	<b>8.T.Cr2.A</b> Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a theatrical work.

## DOMAIN: Create

### Foundation Cr2

Organize and develop artistic ideas and work.

### Standard T.Cr2.B

Grade Level	Standards
6	<b>6.T.Cr2.B</b> Demonstrate appropriate theatre etiquette during a theatrical work.
7	<b>7.T.Cr2.B</b> Demonstrate appropriate theatrical etiquette toward self, others, and their roles in preparing or devising a theatrical work.
8	<b>8.T.Cr2.B</b> Share responsibilities and leadership roles to develop collaborative goals when preparing or devising theatrical work.

## DOMAIN: Create

### Foundation Cr3

Refine and complete artistic work.

### Standard T.Cr3.A

Grade Level	Standards
6	<b>6.T.Cr3.A</b> Discuss and identify artistic choices in order to refine a devised or scripted theatrical work.
7	<b>7.T.Cr3.A</b> Analyze and refine artistic choices in a devised or scripted theatrical work.
8	<b>8.T.Cr3.A</b> Use analysis and rehearsal to refine a devised or scripted theatrical work.

## DOMAIN: Create

### Foundation Cr3

Refine and complete artistic work.

### Standard T.Cr3.B

Grade Level	Standards
6	<b>6.T.Cr3.B</b> Identify the elements of a planned technical design during the rehearsal process for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).
7	<b>7.T.Cr3.B</b> Research multiple technical design elements for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).
8	<b>8.T.Cr3.B</b> Implement a planned technical design using technology for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).

## DOMAIN: Create

### Foundation Cr3

Refine and complete artistic work.

### Standard T.Cr3.C

Grade Level	Standards
6	<b>6.T.Cr3.C</b> Explore various physical and vocal techniques for character development in an improvised or scripted theatrical work.
7	<b>7.T.Cr3.C</b> Demonstrate effective physical and vocal traits of characters in an improvised or scripted theatrical work.
8	<b>8.T.Cr3.C</b> Refine effective physical and vocal traits of characters in an improvised or scripted theatrical work.

## DOMAIN: Respond

### Foundation R1

Perceive and analyze artistic work.

### Standard T.R1.A

Grade Level	Standards
6	<b>6.T.R1.A</b> Describe and record personal reactions to artistic choices in a theatrical work.
7	<b>7.T.R1.A</b> Compare and contrast recorded personal and peer reactions to artistic choices in a theatrical work.
8	<b>8.T.R1.A</b> Use artistic criteria to evaluate artistic choices in a theatrical work.

## DOMAIN: Respond

### Foundation R2

Interpret intent and meaning in artistic work.

### Standard T.R2.A

Grade Level	Standards
6	<b>6.T.R2.A</b> Make personal character choices based on other artists' ideas and/or personal experiences in a theatrical work.
7	<b>7.T.R2.A</b> Discuss how personal experiences may influence other artists' character choices in a theatrical work.
8	<b>8.T.R2.A</b> Justify responses based on personal experiences when participating in or observing a theatrical work.

## DOMAIN: Respond

### Foundation R2

Interpret intent and meaning in artistic work.

### Standard T.R2.B

Grade Level	Standards
6	<b>6.T.R2.B</b> Identify multiple cultural perspectives that may influence a theatrical work.
7	<b>7.T.R2.B</b> Describe how specific cultural perspectives can influence a theatrical work.
8	<b>8.T.R2.B</b> Analyze how perspectives (e.g., social, cultural, historical, etc.) influence the evaluation of a theatrical work.

## DOMAIN: Respond

### Foundation R2

Interpret intent and meaning in artistic work.

### Standard T.R2.C

Grade Level	Standards
6	<b>6.T.R2.C</b> Identify and discuss personal aesthetics, preferences, and beliefs through participation in or observation of theatrical work.
7	<b>7.T.R2.C</b> Interpret and discuss how personal aesthetics, preferences, and beliefs are used in a theatrical work.
8	<b>8.T.R2.C</b> Apply personal aesthetics, preferences, and beliefs to evaluate a theatrical work.

## DOMAIN: Respond

### Foundation R3

Apply criteria to evaluate artistic work.

### Standard T.R3.A

Grade Level	Standards
6	<b>6.T.R3.A</b> Use supporting evidence and artistic criteria to evaluate a theatrical work.
7	<b>7.T.R3.A</b> Use supporting evidence and criteria to evaluate a theatrical work.
8	<b>8.T.R3.A</b> Respond to and evaluate a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.

## DOMAIN: Respond

### Foundation R3

Apply criteria to evaluate artistic work.

### Standard T.R3.B

Grade Level	Standards
6	<b>6.T.R3.B</b> Use knowledge of multiple production elements to assess aesthetic choices in a theatrical work.
7	<b>7.T.R3.B</b> Use knowledge of multiple production elements to assess aesthetic design and performance choices in a theatrical work.
8	<b>8.T.R3.B</b> Assess aesthetic choices by evaluating the production elements used in a theatrical work.

## DOMAIN: Respond

### Foundation R3

Apply criteria to evaluate artistic work.

### Standard T.R3.C

Grade Level	Standards
6	<b>6.T.R3.C</b> Identify and evaluate issues and situations in a theatrical work from an audience member's perspective.
7	<b>7.T.R3.C</b> Identify how the intended or supposed purpose of a theatrical work appeals to a specific audience.
8	<b>8.T.R3.C</b> Use audience reaction to assess the impact of a theatrical work on that specific audience.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Standard T.Cn1.A

Grade Level	Standards
6	<b>6.T.Cn1.A</b> Explain how the actions and motivations of characters in a theatrical work may impact a community or culture's understanding.
7	<b>7.T.Cn1.A</b> Incorporate multiple perspectives and/or diverse community ideas in a theatrical work.
8	<b>8.T.Cn1.A</b> Examine a community issue through a theatrical work.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Standard T.Cn1.B

Grade Level	Standards
6	<b>6.T.Cn1.B</b> Identify universal themes or common social issues, and express them through a theatrical work.
7	<b>7.T.Cn1.B</b> Use various theatrical works to examine contemporary social, cultural, or global issues.
8	<b>8.T.Cn1.B</b> Incorporate other art forms (e.g., music, dance, art, and/or media) to strengthen the meaning and conflict in a theatrical work within a particular cultural, global, or historical context.

## DOMAIN: Connect

### Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical text.

### Standard T.Cn2.A

Grade Level	Standards
6	<b>6.T.Cn2.A</b> Analyze two different versions of the same theatrical work to determine differences and similarities in each story.
7	<b>7.T.Cn2.A</b> Research and discuss how a playwright might have intended a theatrical work to be produced.
8	<b>8.T.Cn2.A</b> Research the story elements of a staged theatrical work, and compare them to another production of the same work.

## DOMAIN: Connect

### Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical text.

### Standard T.Cn2.B

Grade Level	Standards
6	<b>6.T.Cn2.B</b> Investigate the time period and place of a theatrical work to understand performance and design choices.
7	<b>7.T.Cn2.B</b> Examine artifacts (e.g., music, dance, art, media, etc.) from a time period and/or geographic location to better understand performance and design choices in a theatrical work.
8	<b>8.T.Cn2.B</b> Identify and use artifacts (e.g., music, dance, art, media, etc.) from a time period and/or geographic place to influence performance and design choices in a theatrical work.

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<b>DOMAIN: Perform</b>	
<b>Foundation P1</b> Select, analyze, and interpret artistic work for performance.	
<b>Standard T.P1.A</b>	
<b>Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.T.P1.A</b> Perform an improvised theatrical work for an audience.
<b>HS2</b>	<b>HS2.T.P1.A</b> Use researched character objectives and tactics in a theatrical work to overcome an obstacle.
<b>HS3</b>	<b>HS3.T.P1.A</b> Analyze and apply unique choices to create believable and sustainable characters in a theatrical work.
<b>HS4</b>	<b>HS4.T.P1.A</b> Apply reliable research of directors' styles to influence and make unique choices for a directorial concept in a theatrical work.

<b>DOMAIN: Perform</b>	
<b>Foundation P1</b> Select, analyze, and interpret artistic work for performance.	
<b>Standard T.P1.B</b>	
<b>Level</b>	<b>Standards</b>
<b>HS1</b>	
<b>HS2</b>	<b>HS2.T.P1.B</b> Explore uses of various pacing techniques to better communicate the story in a theatrical work.
<b>HS3</b>	<b>HS3.T.P1.B</b> Identify essential text information, research from various sources, and the director's concepts that influence character choices, and apply those in a theatrical work.
<b>HS4</b>	<b>HS4.T.P1.B</b> Apply a variety of researched acting techniques to character choices in a theatrical work.

<b>DOMAIN: Perform</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for performance.	
<b>Standard T.P2.A</b>	
Level	Standards
HS1	<b>HS1.T.P2.A</b> Demonstrate various acting techniques in a rehearsal or scripted theatrical work.
HS2	<b>HS2.T.P2.A</b> Use a variety of acting techniques to expand skills in a rehearsal or theatrical performance.
HS3	<b>HS3.T.P2.A</b> Refine a range of acting skills to build a believable and sustainable character in theatrical work.
HS4	<b>HS4.T.P2.A</b> Apply and justify a collection of acting techniques from reliable resources to prepare a believable and sustainable performance.

<b>DOMAIN: Perform</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for performance.	
<b>Standard T.P2.B</b>	
Level	Standards
HS1	<b>HS1.T.P2.B</b> Select and apply specific technical elements to create a design for a theatrical work.
HS2	<b>HS2.T.P2.B</b> Use multiple researched technical elements to increase the impact of design in a theatrical work.
HS3	<b>HS3.T.P2.B</b> Apply multiple technical elements and research to create a design that communicates the concept and theme of a theatrical work.
HS4	<b>HS4.T.P2.B</b> Explain and justify the selection of multiple technical elements used to build a design that communicates the concept of a theatrical work.

<b>DOMAIN: Perform</b>	
<b>Foundation P3</b> Express meaning through the performance of artistic work.	
<b>Standard T.P3.A</b>	
Level	Standards
HS1	<b>HS1.T.P3.A</b> Perform a rehearsed theatrical work for an audience.
HS2	<b>HS2.T.P3.A</b> Perform a scripted theatrical work for a specific audience.
HS3	<b>HS3.T.P3.A</b> Present a theatrical work for a specific audience using creative processes that shape the production.
HS4	<b>HS4.T.P3.A</b> Present a theatrical production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturge.

<b>DOMAIN: Perform</b>	
<b>Foundation P3</b> Express meaning through the performance of artistic work.	
<b>Standard T.P3.B</b>	
Level	Standards
HS1	<b>HS1.T.P3.B</b> Adapt performance for a specific stage type (proscenium, thrust, etc.) based upon knowledge of stage styles.
HS2	<b>HS2.T.P3.B</b> Create performance for a specific stage type (proscenium, thrust, etc.).
HS3	<b>HS3.T.P3.B</b> Conduct research to make directorial choices for a production.
HS4	

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work.	
<b>Standard T.Cr1.A</b>	
<b>Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.T.Cr1.A</b> Create roles, imagined worlds, and improvised stories in a theatrical work.
<b>HS2</b>	<b>HS2.T.Cr1.A</b> Investigate historical and/or cultural conventions and their impact on the visual composition of a theatrical work.
<b>HS3</b>	<b>HS3.T.Cr1.A</b> Conduct and apply basic research to construct ideas about the visual composition of a theatrical work.
<b>HS4</b>	<b>HS4.T.Cr1.A</b> Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies, including rights and royalties to create the visual composition of a theatrical work.

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work.	
<b>Standard T.Cr1.B</b>	
<b>Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.T.Cr1.B</b> Apply basic research to construct ideas about the visual composition and technical elements (e.g., costumes, props, sets, etc.) of a theatrical work.
<b>HS2</b>	<b>HS2.T.Cr1.B</b> Create and justify technical design choices which support the story and emotional impact of a theatrical work and which incorporate multiple elements of technology.
<b>HS3</b>	<b>HS3.T.Cr1.B</b> Design and implement a design for a theatrical work that incorporates multiple elements of technology. (e.g., lighting, scenery, sound, props, costumes, and makeup).

<b>HS4</b>	<b>HS4.T.Cr1.B</b> Design and implement a complete design for a theatrical work that incorporates all elements of technology necessary for a production (e.g., lighting, scenery, sound, props, costumes, makeup, etc.).
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<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work.	
<b>Standard T.Cr1.C</b>	
Level	Standards
HS1	<b>HS1.T.Cr1.C</b> Use script analysis to generate ideas about a character that is believable and authentic in a theatrical work.
HS2	<b>HS2.T.Cr1.C</b> Use personal experiences and background knowledge to develop a character that is believable and authentic in a theatrical work.
HS3	<b>HS3.T.Cr1.C</b> Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic in a theatrical work.
HS4	<b>HS4.T.Cr1.C</b> Integrate cultural and historical contexts with personal experiences to create a believable and authentic character in a theatrical work.

<b>DOMAIN: Create</b>	
<b>Foundation Cr2</b> Organize and develop artistic ideas and work.	
<b>Standard T.Cr2.A</b>	
Level	Standards
HS1	<b>HS1.T.Cr2.A</b> Collaborate with peers as the actor, director, playwright, designer, etc. in preparing or devising theatrical work.

HS2	<b>HS2.T.Cr2.A</b> Devise and refine a dramatic concept to demonstrate a critical understanding of historical and/or cultural influences of original ideas applied to a theatrical work.
HS3	<b>HS3.T.Cr2.A</b> Use critical analysis of original ideas to explore the function of history and culture in the development of a dramatic concept in a theatrical work.
HS4	<b>HS4.T.Cr2.A</b> Develop and synthesize original ideas in a theatrical work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

<b>DOMAIN: Create</b>	
<b>Foundation Cr2</b> Organize and develop artistic ideas and work.	
<b>Standard T.Cr2.B</b>	
Level	Standards
HS1	<b>HS1.T.Cr2.B</b> Examine and justify original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and/or historical and cultural context.
HS2	<b>HS2.T.Cr2.B</b> Cooperate as a creative team to make interpretive choices for a theatrical work.
HS3	<b>HS3.T.Cr2.B</b> Develop and refine a dramatic concept or character to demonstrate a critical understanding of the historical and cultural influences of original ideas applied to a theatrical work.
HS4	<b>HS4.T.Cr2.B</b> Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted theatrical work.

<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Standard T.Cr3.A</b>	
<b>Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.T.Cr3.A</b> Create and implement design solutions for a theatrical work which support the story and given circumstance.
<b>HS2</b>	<b>HS2.T.Cr3.A</b> Practice and demonstrate a devised or scripted theatrical work using theatrical staging (blocking, movement).
<b>HS3</b>	<b>HS3.T.Cr3.A</b> Analyze and critique the dramatic concept of a devised or scripted theatrical work.
<b>HS4</b>	<b>HS4.T.Cr3.A</b> Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted theatrical work and to refine, transform, and re-imagine a devised or scripted theatrical work to invent or re-imagine style, genre, form, and conventions.

<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Standard T.Cr3.B</b>	
<b>Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.T.Cr3.B</b> Revise and improve an improvised or scripted theatrical work through repetition, collaboration, and self-review.
<b>HS2</b>	<b>HS2.T.Cr3.B</b> Devise and refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a theatrical work.
<b>HS3</b>	<b>HS3.T.Cr3.B</b> Research, analyze, and demonstrate effective physical, vocal and physiological choices to develop a believable, authentic, and relevant performance in a theatrical work.

<b>HS4</b>	<b>HS4.T.Cr3.B</b> Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a theatrical work, as well as to demonstrate a critical understanding of historical and cultural influences.
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<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Standard T.Cr3.C</b>	
Level	Standards
<b>HS1</b>	<b>HS1.T.Cr3.C</b> Explore and use physical, vocal, and/or psychological traits to develop a performance that is believable, authentic, and relevant to a theatrical work.
<b>HS2</b>	<b>HS2.T.Cr3.C</b> Cooperate as a creative team to implement and refine a planned technical design using technology during the rehearsal process for devised or scripted theatrical work.
<b>HS3</b>	<b>HS3.T.Cr3.C</b> Conceptualize and construct technical design choices to enhance the story and emotional impact of a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup).
<b>HS4</b>	<b>HS4.T.Cr3.C</b> Re-imagine and revise technical design choices and apply a high level of technical proficiencies during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted theatrical work.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard T.R1.A</b>	
Level	Standards
HS1	<b>HS1.T.R1.A</b> Using participation and/or observation, identify artistic choices made in a theatrical work.
HS2	<b>HS2.T.R1.A</b> Apply criteria to the evaluation of artistic choices in a theatrical work.
HS3	<b>HS3.T.R1.A</b> Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a theatrical work.
HS4	<b>HS4.T. R1.A</b> Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a theatrical work.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard T.R1.B</b>	
Level	Standards
HS1	<b>HS1.T.R1.B</b> Using participation and observation, describe and explain personal reactions to artistic choices made in a theatrical work.
HS2	<b>HS2.T.R1.B</b> Respond to and evaluate what is seen, felt, and heard during a theatrical work to develop criteria for artistic choices.
HS3	<b>HS3.T.R1.B</b> Analyze and assess peer work using artistic criteria and knowledge of various production and performance elements.
HS4	<b>HS4.T.R1.B</b> Analyze, assess, and critique peer work using artistic criteria and knowledge of various production and performance elements.

<b>DOMAIN: Respond</b>	
<b>Foundation R2</b> Interpret intent and meaning in artistic work.	
<b>Standard T.R2.A</b>	
<b>Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.T.R2.A</b> Consider multiple ways to develop a character using physical characteristics and prop and/or costume design choices that reflect cultural perspectives in theatrical work.
<b>HS2</b>	<b>HS2.T.R2.A</b> Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.
<b>HS3</b>	<b>HS3.T.R2.A</b> Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing a theatrical work.
<b>HS4</b>	<b>HS3.T.R2.A</b> Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a theatrical work.

<b>DOMAIN: Respond</b>	
<b>Foundation R2</b> Interpret intent and meaning in artistic work.	
<b>Standard T.R2.B</b>	
<b>Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.T.R2.B</b> Identify cultural perspectives, personal aesthetics, preferences, and beliefs that may influence the evaluation of a theatrical work.
<b>HS2</b>	<b>HS2.T.R2.B</b> Analyze, compare, and contrast artistic choices developed from personal experiences in multiple theatrical works.
<b>HS3</b>	<b>HS3.T.R2.B</b> Apply concepts from a theatrical work for personal realization about cultural perspectives and understanding of those perspectives.
<b>HS4</b>	<b>HS3.T.R2.B</b> Use new understandings of cultures and contexts to shape personal responses to theatrical work.

<b>DOMAIN: Respond</b>	
<b>Foundation R2</b> Interpret intent and meaning in artistic work.	
<b>Standard T.R2.C</b>	
<b>Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.T.R2.C</b> Recognize and share ideas about artistic choices when participating in and/or observing a theatrical work.
<b>HS2</b>	
<b>HS3</b>	<b>HS3.T.R2.C</b> Debate and distinguish between multiple aesthetics, preferences, and beliefs through participation in and observation of theatrical work.
<b>HS4</b>	<b>HS3.T.R2.C</b> Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a theatrical work.

<b>DOMAIN: Respond</b>	
<b>Foundation R3</b> Apply criteria to evaluate artistic work.	
<b>Standard T.R3.A</b>	
<b>Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.T.R3.A</b> Develop and implement a plan to evaluate a theatrical work.
<b>HS2</b>	<b>HS2.T.R3.A</b> Identify various ways in which the intended purpose of a theatrical work appeals to a specific audience.
<b>HS3</b>	<b>HS3.T.R3.A</b> Analyze and assess a theatrical work by connecting it to other art forms, history, culture, and other disciplines using supporting evidence and artistic criteria.
<b>HS4</b>	<b>HS4.T.R3.A</b> Research and synthesize cultural and historical information related to a theatrical work to support or evaluate artistic choices.

<b>DOMAIN: Respond</b>	
<b>Foundation R3</b> Apply criteria to evaluate artistic work.	
<b>Standard T.R3.B</b>	
<b>Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.T.R3.B</b> Investigate and assess how technical elements may support and/or represent a theme or idea in a theatrical work.
<b>HS2</b>	<b>HS2.T.R3.B</b> Use knowledge of the production elements to respond to and assess a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.
<b>HS3</b>	<b>HS3.T.R3.B</b> Construct meaning in a theatrical work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
<b>HS4</b>	<b>HS4.T.R3.B</b> Analyze and evaluate varied aesthetic interpretations of production elements for the same theatrical work.

<b>DOMAIN: Respond</b>	
<b>Foundation R3</b> Apply criteria to evaluate artistic work.	
<b>Standard T.R3.C</b>	
<b>Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.T.R3.C</b> When evaluating a theatrical work, explain preferences using supporting evidence and criteria.
<b>HS2</b>	
<b>HS3</b>	<b>HS3.T.R3.C</b> Assess how a theatrical work communicates to a specific audience for a specific purpose.
<b>HS4</b>	<b>HS4.T.R3.C</b> Compare and debate the connection between a theatrical work and contemporary issues that may impact audiences.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Standard T.Cn1.A

Level	Standards
HS1	<b>HS1.T.Cn1.A</b> Investigate how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.
HS2	<b>HS2.T.Cn1.A</b> Explain how the actions and motivations of characters in a theatrical work reflect perspectives of a community or culture.
HS3	<b>HS3.T.Cn1.A</b> Examine a community issue through multiple perspectives in a theatrical work.
HS4	<b>HS4.T.Cn1.A</b> Develop a theatrical work that identifies and questions cultural, global, and historic belief systems.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Standard T.Cn1.B

Level	Standards
HS1	<b>HS1.T.Cn1.B</b> Explore how cultural, global, and historic belief systems affect creative choices in a theatrical work.
HS2	<b>HS2.T.Cn1.B</b> Incorporate multiple perspectives and diverse community ideas in a theatrical work.
HS3	<b>HS3.T.Cn1.B</b> Investigate how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.
HS4	<b>HS4.T.Cn1.B</b> Collaborate on a theatrical work that examines a critical global issue using multiple personal, community, and cultural perspectives.

## DOMAIN: Connect

### Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical text.

### Standard T.Cn2.A

Level	Standards
HS1	<b>HS1.T.Cn2.A</b> Investigate historical, global, and social issues expressed in theatrical work.
HS2	<b>HS2.T.Cn2.A</b> Identify universal themes or common social issues, and express them through a theatrical work.
HS3	<b>HS3.T.Cn2.A</b> Use different forms of theatrical work to examine contemporary social, cultural, or global issues.
HS4	<b>HS4.T.Cn2.A</b> Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural theatrical work.

## DOMAIN: Connect

### Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical text.

### Standard T.Cn2.B

Level	Standards
HS1	<b>HS1.T.Cn2.B</b> Research how other theatre artists apply creative processes to tell stories in a devised or scripted theatrical work.
HS2	<b>HS2.T.Cn2.B</b> Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a theatrical work with a particular cultural, global, or historic context.
HS3	<b>HS3.T.Cn2.B</b> Explore how cultural, global, and historic belief systems affect creative choices in a theatrical work.
HS4	<b>HS4.T.Cn2.B</b> Develop a theatrical work that identifies and questions cultural, global, and historic belief systems.

## DOMAIN: Connect

### Foundation Cn2

Relate artistic ideas and works with societal, cultural and historical text.

### Standard T.Cn2.C

Level	Standards
HS1	
HS2	<b>HS2.T.Cn2.C</b> Research and analyze two different versions of the same theatrical work to determine differences and similarities in the visual and aural world of each story.
HS3	<b>HS3.T.Cn2.C</b> Formulate creative choices for a devised or scripted theatrical work based on research about the selected topic.
HS4	<b>HS4.T.Cn2.C</b> Present and support an opinion about the social, cultural, and historical understandings of a theatrical work, based on critical research.

# **Media and Visual Arts**

Tennessee Academic Standards for Fine Arts



## Tennessee Academic Standards for Fine Arts Education

### Media Arts Introduction

The fine arts standards (dance, media arts, music, theatre, and visual arts) are organized using the same overarching framework. First, the standards are divided into four distinct artistic processes, called domains. Each domain includes a series of ideas that unite the fine arts within those artistic processes, called foundations. Table 1 illustrates the four domains and foundations for media arts.

Table 1. Media Arts Domains and Foundations.

<b>CREATE</b>	<b>PRODUCE</b>	<b>RESPOND</b>	<b>CONNECT</b>
1. Generate and conceptualize artistic ideas and work.	1. Select, analyze, and interpret artistic work for production.	1. Perceive and analyze artistic work.	1. Synthesize and relate knowledge and personal experiences to artistic endeavors.
2. Organize and develop artistic ideas and work.	2. Develop and refine artistic work for production.	2. Interpret intent and meaning in artistic work.	2. Relate artistic ideas and works with societal, cultural, and historical context.
3. Refine and complete artistic work.	3. Convey and express meaning through the production of artistic work.	3. Apply criteria to evaluate artistic work.	

The last layer in our framework is the standard. Each foundation includes standards that move students towards a deeper understanding of the media arts. Standards are building blocks that form a comprehensive, sequential education and describe student learning. Included with each foundation are enduring understandings and essential questions that connect each grade level and provide a context for the standards. Altogether, this framework sets the goals for the development of artistically literate citizens, preparing students not only for college and career, but also for a lifetime enhanced by and with the arts.

## Enduring Understandings & Essential Questions

Enduring understandings and essential questions are included with each set of standards to guide conceptual thinking as students intentionally construct learning about the content of the standards. The enduring understandings and essential questions link individual standards back to big ideas that create connections to the arts, other academic subjects, and life. Enduring understandings are big ideas that students will explore and revisit over the course of their sequential artistic study and beyond K-12 education, into their lives as artistically literate citizens. Essential questions are designed to inspire authentic exploration of concepts in order to connect the content of the standards with essential understandings. These questions are open-ended and meant to be revisited several times and explored in many ways. The answers to essential questions are likely to evolve as students move toward mastery of the standards (National Coalition for Core Arts Standards [NCCAS], 2013).

## Curriculum and Pacing

These standards outline sequential learning across grades and course levels and are best implemented when students have access to sequential courses within and across arts disciplines. It is up to individual districts to create curriculum that best suits the needs of their students. The amount of time spent on each standard within a grade level or course may be different. Media arts standards may be used both as a stand-alone content area and integrated within the other fine arts.

## High School Levels

Within the standards, there are three levels of high school learning. A description of these levels is included below (NCCAS, 2013).

<b>HS 1</b>	<b>HS 2</b>	<b>HS 3</b>
<p>Students at the <b>HS 1 level</b> have developed the foundational technical and expressive skills and understandings in media arts necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and, may be prepared for active engagement in their community. They understand media arts to be an important form of personal realization and well-being and make connections between media arts, history, culture, and other learning.</p>	<p>Students at the <b>HS 2 level</b> are, with minimal assistance, able to identify or solve media arts problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and, create and refine media arts productions that demonstrate technical proficiency, personal communication, and expression. They use visual arts for personal realization and well-being and have the necessary skills for and interest in participation in media arts beyond the school environment.</p>	<p>Students at <b>HS 3 level</b> independently identify challenging media arts problems based on their interests or for specific purposes and bring creativity and insight to finding artistic solutions. They are facile in using at least one art form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as media arts learners. They are capable of taking a leadership role in arts activity within and beyond the school environment.</p>
<p>This level of achievement is attainable by most students who complete a high school level course in the arts beyond the foundation of quality K-8 instruction.</p>	<p>This level of achievement is attainable by most students who complete a rigorous sequence of high-school level courses beyond the HS 1 level.</p>	<p>This level and scope of achievement significantly exceeds HS 2 Level. Achievement at this level is indisputably rigorous and substantially expands students' knowledge, skills, and understandings beyond the expectations articulated for HS 2 achievement.</p>

## Artistic Literacy, Visual Literacy, Textual Literacy

Literacy is a complex term with multiple definitions including: a set of skills, the knowledge and understanding of a particular content area, or the act of learning (Burnett, 2005). In the media arts standards, there are several types of literacy, which can involve some or all of these definitions as students engage in communication, interpreting and constructing meaning, using materials and techniques, and relating personal, historical, or contextual knowledge to artistic endeavors. The three specific areas of literacy that are included within the media arts standards are artistic, visual, and textual literacy, which have been defined in more detail below.

Artistic literacy is the knowledge and understanding required to participate authentically in the media arts. Fluency in the language of the media arts is the ability to Create, Produce, Respond, and Connect through symbolic and metaphoric forms that are unique to the media arts. It is embodied in specific lifelong goals that enable an artistically literate person to transfer visual arts knowledge, skills, and capacities to other subjects, settings, and contexts (NCCAS, 2013). Artistic literacy fosters connections among the arts and between the arts and other disciplines, thereby providing opportunities to access, develop, express, and integrate meaning within the media arts and across a variety of content areas.

Visual literacy is a general term used to describe the ability to engage with visual images. Understanding and analyzing the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials requires visual literacy skills. Visual literacy is developed as a result of intentional practice in effectively finding, interpreting, evaluating, using, and creating images and visual media. An individual who is visually literate is both a thoughtful consumer of and contributor to visual materials (Hattwig, 2011).

Textual literacy is a term that has traditionally been used to describe reading, writing, and analyzing written text. However, many goals including engagement, understanding, and making meaning are common throughout each of the areas of literacy. When building textual literacy, it is common to ask students to cite evidence within the text to support inferences. This is similar to asking students to cite evidence within visual images to support inferences to meaning, mood, and purpose. Another link between textual, visual, and artistic literacies is the consideration of how context impacts the meaning of the material being studied. The media arts standards provide a unique opportunity to build textual literacy skills as visual and artistic literacy skills are developed due to the similarities between the areas of literacy.

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# Media Arts K-12 | MA

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work.	
<b>Enduring Understandings</b> Creativity and innovative thinking are essential life skills that can be developed.	
<b>Essential Questions</b> How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?	
<b>Standard MA.Cr1.A</b>	
Grade Level	Standards
K	<b>K.MA.Cr1.A</b> Discover and share ideas for media artworks using exploration and experimentation.
1	<b>1.MA.Cr1.A</b> Express and share ideas for media artworks.
2	<b>2.MA.Cr1.A</b> Brainstorm collaboratively multiple approaches to media arts.
3	<b>3.MA.Cr1.A</b> Develop multiple ideas for media artworks using a variety of tools, methods, and materials.
4	<b>4.MA.Cr1.A</b> Brainstorm goals and original approaches for media artworks using a variety of methods.
5	<b>5.MA.Cr1.A</b> Envision and combine original ideas to generate an innovative plan for media arts.
6	<b>6.MA.Cr1.A</b> Formulate a variety of ways to achieve a goal for media arts.
7	<b>7.MA.Cr1.A</b> Generate a variety of innovative ideas and solutions for media arts.

8	<b>8.MA.Cr1.A</b> Develop focused goals, ideas, and solutions for original media arts.
HS1	<b>HS1.MA.Cr1.A</b> Use identified methods to develop artistic goals, formulate multiple ideas, and problem solve in media arts.
HS2	<b>HS2.MA.Cr1.A</b> Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.
HS3	<b>HS3.MA.Cr1.A</b> Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.

<b>DOMAIN: Create</b>	
<b>Foundation Cr2</b> Organize and develop artistic ideas and work.	
<b>Enduring Understandings</b> Media artists organize and develop creative ideas, plans, and models that can effectively realize and communicate artistic vision.	
<b>Essential Questions</b> How do media artists organize and develop ideas and models to achieve the desired end product?	
<b>Standard MA.Cr2.A</b>	
Grade Level	Standards
K	<b>K.MA.Cr2.A</b> With guidance, use ideas to form plans or models for media arts productions.
1	<b>1.MA.Cr2.A</b> With guidance, use selected ideas to form plans and models for media arts productions.
2	<b>2.MA.Cr2.A</b> Choose ideas to create plans and models for media arts productions.
3	<b>3.MA.Cr2.A</b> Form, share, and test ideas, plans, and models to prepare for media arts productions.

4	<b>4.MA.Cr2.A</b> Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals of the presentation.
5	<b>5.MA.Cr2.A</b> Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.
6	<b>6.MA.Cr2.A</b> Organize, propose, and evaluate artistic ideas, plans, and prototypes for media arts productions, considering purposeful intent.
7	<b>7.MA.Cr2.A</b> Design, propose, and evaluate artistic ideas, plans, and prototypes for media arts productions, considering intent and resources.
8	<b>8.MA.Cr2.A</b> Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.
HS1	<b>HS1.MA.Cr2.A</b> Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, and prototypes for media arts productions, considering original inspirations, goals, and presentation context.
HS2	<b>HS2.MA.Cr2.A</b> Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.
HS3	<b>HS3.MA.Cr2.A</b> Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.

## DOMAIN: Create

### Foundation Cr3

Refine and complete artistic work.

### Enduring Understandings

The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

### Essential Questions

What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?

### Standard MA.Cr3.A

Grade Level	Standards
K	<b>K.MA.Cr3.A</b> Form and capture media arts content for expression and meaning in media arts productions.
1	<b>1.MA.Cr3.A</b> Create, capture, and assemble media arts content for media arts productions, while identifying basic principles.
2	<b>2.MA.Cr3.A</b> Construct and assemble content for unified media arts productions, identifying and applying basic principles.
3	<b>3.MA.Cr3.A</b> Construct and arrange various content into unified media arts productions, describing and applying a defined set of principles.
4	<b>4.MA.Cr3.A</b> Structure and arrange various content, components, and sets of associated principles to convey purpose and meaning.
5	<b>5.MA.Cr3.A</b> Create content and combine components and sets of associated principles to convey expression, purpose, and meaning.
6	<b>6.MA.Cr3.A</b> Experiment with multiple approaches to create content using a range of associated principles and components to communicate determined purpose and meaning.

7	<b>7.MA.Cr3.A</b> Coordinate creation processes to integrate content, components, and associated principles to communicate determined purpose and meaning.
8	<b>8.MA.Cr3.A</b> Integrate content, stylistic conventions, and associated principles during production processes to communicate determined meaning.
HS1	<b>HS1.MA.Cr3.A</b> Demonstrate deliberate choices in organizing and integrating stylistic conventions and aesthetics to convey meaning in creation and production processes.
HS2	<b>HS2.MA.Cr3.A</b> Demonstrate deliberate choices in organizing and integrating content, personal aesthetic, and stylistic conventions in creation and production processes.
HS3	<b>HS3.MA.Cr3.A</b> Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles, such as hybridization.

<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Enduring Understandings</b> The forming, integration, and refinement of components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	
<b>Essential Questions</b> How do media artists improve, revise, and refine their work?	
<b>Standard MA.Cr3.B</b>	
Grade Level	Standards
K	<b>K.MA.Cr3.B</b> Make changes to the content, form, or presentation of media artworks and share results.
1	<b>1.MA.Cr3.B</b> Identify the effects of making changes to the content, form, or presentation when revising media artworks.

2	<b>2.MA.Cr3.B</b> Test and describe expressive effects when altering and revising media artworks.
3	<b>3.MA.Cr3.B</b> Analyze how the emphasis of elements can alter effect and purpose when revising media artworks.
4	<b>4.MA.Cr3.B</b> Demonstrate emphasizing elements for a purpose when revising media artworks.
5	<b>5.MA.Cr3.B</b> Determine and revise how elements and components can be altered for clear communication and purpose.
6	<b>6.MA.Cr3.B</b> Evaluate and revise elements and components to reflect purpose and audience.
7	<b>7.MA.Cr3.B</b> Improve and refine media artworks by intentionally emphasizing particular elements to reflect purpose, audience, or place.
8	<b>8.MA.Cr3.B</b> Refine media artworks, improving aesthetic quality and intentionally accentuating selected expressive and stylistic elements, to reflect purpose, audience, and place.
HS1	<b>HS1.MA.Cr3.B</b> Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect personal goals and preferences.
HS2	<b>HS2.MA.Cr3.B</b> Refine and take risks with aesthetic components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences, and contexts.
HS3	<b>HS3.MA.Cr3.B</b> Intentionally refine and take risks with various components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.

## DOMAIN: Produce

### Foundation P1

Select, analyze, and interpret artistic work for producing.

### Enduring Understandings

Media artists integrate various forms and contents to develop complex and unified artworks.

### Essential Questions

How are complex media arts experiences constructed?

### Standard MA.P1.A

Grade Level	Standards
K	<b>K.MA.P1.A</b> With guidance, combine multiple art forms and content in media artworks.
1	<b>1.MA.P1.A</b> With guidance, combine multiple academic, arts, and media content in media artworks.
2	<b>2.MA.P1.A</b> Practice combining multiple academic, arts, and media content into unified media artworks.
3	<b>3.MA.P1.A</b> Practice combining multiple academic, arts, and media forms and content into unified media artworks.
4	<b>4.MA.P1.A</b> Demonstrate how multiple academic, arts, and media forms and content may be mixed and coordinated into media artworks.
5	<b>5.MA.P1.A</b> Create media artworks through the integration of multiple contents and forms.
6	<b>6.MA.P1.A</b> Explain how integrating multiple contents and forms can support a central idea in a media artwork.
7	<b>7.MA.P1.A</b> Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives.
8	<b>8.MA.P1.A</b> Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas.

<b>HS1</b>	<b>HS1.MA.P1.A</b> Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience.
<b>HS2</b>	<b>HS2.MA.P1.A</b> Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity.
<b>HS3</b>	<b>HS3.MA.P1.A</b> Synthesize various arts, media arts forms, and academic content into unified media arts productions that retain artistic fidelity across platforms.

<b>DOMAIN: Produce</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for production.	
<b>Enduring Understandings</b> Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	
<b>Essential Questions</b> What skills are required for creating effective media artworks and how are they improved?	
<b>Standard MA.P2.A</b>	
Grade Level	Standards
K	<b>K.MA.P2.A</b> Identify and demonstrate basic skills in creating media artworks.
1	<b>1.MA.P2.A</b> Describe and demonstrate artistic skills and roles in media arts productions.
2	<b>2.MA.P2.A</b> Enact roles to demonstrate basic ability in various identified design, artistic, technical, and soft skills, such as tool use and collaboration in media arts productions.
3	<b>3.MA.P2.A</b> Exhibit developing ability in a variety of design, artistic, technical, and organizational roles, such as making compositional decisions, manipulating tools, and group planning in media arts productions.

4	<b>4.MA.P2.A</b> Enact identified roles to practice foundational design, artistic, technical, and soft skills, such as formal technique, equipment usage, production, and collaboration in media arts productions.
5	<b>5.MA.P2.A</b> Enact various roles to practice fundamental ability in design, artistic, technical, and soft skills, such as formal technique, production, and collaboration in media arts productions.
6	<b>6.MA.P2.A</b> Develop a variety of design, artistic, technical, and soft skills by performing various assigned roles in producing media artworks, such as invention, formal technique, production, self-initiative, and problem-solving.
7	<b>7.MA.P2.A</b> Exhibit an increasing set of design, artistic, technical, and soft skills by performing various roles in producing media artworks, such as creative problem-solving and organizing.
8	<b>8.MA.P2.A</b> Demonstrate a range of design, artistic, technical, and soft skills by performing specified roles in producing media artworks, such as strategizing and collaborative communication.
HS1	<b>HS1.MA.P2.A</b> Demonstrate progression in design, artistic, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.
HS2	<b>HS2.MA.P2.A</b> Demonstrate command of design, artistic, technical, and soft skills in managing and producing media artworks.
HS3	<b>HS3.MA.P2.A</b> Demonstrate command of creative problem solving when managing and producing media artworks productions.

## DOMAIN: Produce

### Foundation P2

Develop and refine artistic techniques and work for production.

### Enduring Understandings

Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

### Essential Questions

How are creativity and innovation developed within and through media arts productions?

### Standard MA.P2.B

Grade Level	Standards
K	<b>K.MA.P2.B</b> Identify and demonstrate creative skills within media arts productions.
1	<b>1.MA.P2.B</b> Describe and demonstrate basic creative skills within media arts productions.
2	<b>2.MA.P2.B</b> Demonstrate use of experimentation skills, such as playful practice and trial and error, within and through media arts productions.
3	<b>3.MA.P2.B</b> Exhibit basic creative skills to invent new content and solutions within and through media arts productions.
4	<b>4.MA.P2.B</b> Practice foundational innovative abilities in addressing problems within and through media arts productions.
5	<b>5.MA.P2.B</b> Practice foundational creative and innovative abilities in addressing problems within and through media arts productions.
6	<b>6.MA.P2.B</b> Develop a variety of creative and adaptive innovation abilities in developing solutions within and through media arts productions.
7	<b>7.MA.P2.B</b> Exhibit an increasing set of creative and adaptive innovation abilities in developing solutions within and through media arts productions.
8	<b>8.MA.P2.B</b> Demonstrate a range of creative and adaptive innovation abilities in developing new solutions for identified problems within and through media arts productions.

<b>HS1</b>	<b>HS1.MA.P2.B</b> Develop and refine a determined range of creative and adaptive innovation abilities in addressing identified challenges and constraints within and through media arts productions.
<b>HS2</b>	<b>HS2.MA.P2.B</b> Demonstrate command of creative and adaptive innovation abilities to address sophisticated challenges within and through media arts productions.
<b>HS3</b>	<b>HS3.MA.P2.B</b> Demonstrate command of creative and innovative adaptability in formulating lines of inquiry and solutions to address complex challenges within and through media arts productions.

<b>DOMAIN: Produce</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for production.	
<b>Enduring Understandings</b> Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	
<b>Essential Questions</b> How do media artists use various tools and techniques?	
<b>Standard MA.P2.C</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>K</b>	<b>K.MA.P2.C</b> Practice, discover, and share how media arts creation tools work.
<b>1</b>	<b>1.MA.P2.C</b> Experiment with and share different ways to use tools and techniques.
<b>2</b>	<b>2.MA.P2.C</b> Demonstrate and explore identified methods to use tools.
<b>3</b>	<b>3.MA.P2.C</b> Exhibit standard use of tools and techniques.
<b>4</b>	<b>4.MA.P2.C</b> Demonstrate use of tools and techniques in standard and novel ways.

5	<b>5.MA.P2.C</b> Examine how tools and techniques could be used in standard and experimental ways.
6	<b>6.MA.P2.C</b> Demonstrate adaptability using tools and techniques in standard and experimental ways.
7	<b>7.MA.P2.C</b> Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose.
8	<b>8.MA.P2.C</b> Demonstrate adaptability using tools, techniques, and content in standard and experimental ways to communicate intent.
HS1	<b>HS1.MA.P2.C</b> Demonstrate adaptation and innovation through the combination of tools, techniques, and content in standard and innovative ways to communicate intent.
HS2	<b>HS2.MA.P2.C</b> Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals.
HS3	<b>HS3.MA.P2.C</b> Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways.

<b>DOMAIN: Produce</b>	
<b>Foundation P3</b>	
Convey meaning through the presentation of artistic work.	
<b>Enduring Understandings</b>	
Media artists purposefully present, share, and distribute media artworks for various contexts.	
<b>Essential Questions</b>	
How do time, place, audience, and context affect presenting or performing choices for media artworks?	
<b>Standard MA.P3.A</b>	
<b>Grade Level</b>	<b>Standards</b>
K	<b>K.MA.P3.A</b> With guidance, identify and share roles and the situation in presenting media artworks.

1	<b>1.MA.P3.A</b> With guidance, discuss presentation conditions and perform a task in presenting media artworks.
2	<b>2.MA.P3.A</b> Identify and describe presentation conditions and perform task(s) in presenting media artworks.
3	<b>3.MA.P3.A</b> Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.
4	<b>4.MA.P3.A</b> Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks.
5	<b>5.MA.P3.A</b> Compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks.
6	<b>6.MA.P3.A</b> Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.
7	<b>7.MA.P3.A</b> Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.
8	<b>8.MA.P3.A</b> Design the presentation and distribution of media artworks through multiple formats and/or contexts.
HS1	<b>HS1.MA.P3.A</b> Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.
HS2	<b>HS2.MA.P3.A</b> Curate and design the presentation and distribution of collections of media artworks through a variety of contexts.
HS3	<b>HS3.MA.P3.A</b> Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts, such as markets and venues.

# DOMAIN: Produce

## Foundation P3

Convey meaning through the presentation of artistic work.

## Enduring Understandings

Media artists purposefully present, share, and distribute media artworks for various contexts.

## Essential Questions

How can presenting or sharing media artworks in a public format help a media artist learn and grow?

## Standard MA.P3.B

Grade Level	Standards
K	<b>K.MA.P3.B</b> With guidance, identify and share reactions to the presentation of media artworks.
1	<b>1.MA.P3.B</b> With guidance, discuss the experience of the presentation of media artworks.
2	<b>2.MA.P3.B</b> Identify and describe the experience of the presentation of media artworks, and share feedback of presenting media artworks.
3	<b>3.MA.P3.B</b> Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.
4	<b>4.MA.P3.B</b> Explain results of and improvements for presenting media artworks.
5	<b>5.MA.P3.B</b> Compare results of and improvements for presenting media artworks.
6	<b>6.MA.P3.B</b> Analyze results of and improvements for presenting media artworks.
7	<b>7.MA.P3.B</b> Evaluate the results of and improvements for presenting media artworks, considering impacts on personal growth.
8	<b>8.MA.P3.B</b> Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.

HS1	<b>HS1.MA.P3.B</b> Evaluate and implement improvements in presenting media artworks, considering personal and local impacts.
HS2	<b>HS2.MA.P3.B</b> Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts.
HS3	<b>HS3.MA.P3.B</b> Independently evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts, such as new understandings that were gained by artist and audience.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Enduring Understandings</b> Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	
<b>Essential Questions</b> How do we 'read' media artworks and discern their relational components?	
<b>Standard MA.R1.A</b>	
Grade Level	Standards
K	<b>K.MA.R1.A</b> Recognize and share components and messages in media artworks.
1	<b>1.MA.R1.A</b> Identify components and messages in media artworks.
2	<b>2.MA.R1.A</b> Identify and describe the components and messages in media artworks.
3	<b>3.MA.R1.A</b> Identify and describe how messages are created by components in media artworks.
4	<b>4.MA.R1.A</b> Identify, describe, and explain how messages are created by components in media artworks.
5	<b>5.MA.R1.A</b> Identify, describe, and differentiate how message and meaning are created by components in media artworks.

6	<b>6.MA.R1.A</b> Identify, describe, and analyze how message and meaning are created by components in media artworks.
7	<b>7.MA.R1.A</b> Describe, compare, and analyze the qualities of and relationships between the components in media artworks.
8	<b>8.MA.R1.A</b> Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.
HS1	<b>HS1.MA.R1.A</b> Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.
HS2	<b>HS2.MA.R1.A</b> Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and feedback on how they impact an audience.
HS3	<b>HS3.MA.R1.A</b> Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Enduring Understandings</b> Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	
<b>Essential Questions</b> How do media artworks function to convey meaning and manage audience experience?	
<b>Standard MA.R1.B</b>	
Grade Level	Standards
K	<b>K.MA.R1.B</b> Recognize and share how a variety of media artworks create different experiences.
1	<b>1.MA.R1.B</b> With guidance, identify how a variety of media artworks create different experiences.

2	<b>2.MA.R1.B</b> Identify and describe how a variety of media artworks create different experiences.
3	<b>3.MA.R1.B</b> Identify and describe how various forms, methods, and styles in media artworks manage audience experience.
4	<b>4.MA.R1.B</b> Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.
5	<b>5.MA.R1.B</b> Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.
6	<b>6.MA.R1.B</b> Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.
7	<b>7.MA.R1.B</b> Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.
8	<b>8.MA.R1.B</b> Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.
HS1	<b>HS1.MA.R1.B</b> Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.
HS2	<b>HS2.MA.R1.B</b> Analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and feedback on how they impact audience.
HS3	<b>HS3.MA.R1.B</b> Survey an exemplary range of media artworks, analyzing methods for managing audience experience, to create intention and persuasion through multimodal perception and systemic communications.

## DOMAIN: Respond

### Foundation R2

Interpret intent and meaning in artistic work.

### Enduring Understandings

Interpretation and appreciation requires consideration of the intent, form, and context of the media and artwork

### Essential Questions

How do people relate to and interpret media artworks?

### Standard MA.R2.A

Grade Level	Standards
K	<b>K.MA.R2.A</b> With guidance, share observations of media artworks.
1	<b>1.MA.R2.A</b> With guidance, identify possible meanings of media artworks.
2	<b>2.MA.R2.A</b> Describe how purpose and meaning of media artworks are shaped by context.
3	<b>3.MA.R2.A</b> Determine how purpose and meaning of media artworks are shaped by context.
4	<b>4.MA.R2.A</b> Explain how reactions to and interpretations of media artworks are influenced by purpose and context.
5	<b>5.MA.R2.A</b> Determine and compare personal and group interpretations of media artworks, considering intention and context.
6	<b>6.MA.R2.A</b> Analyze the intent of media artworks using given criteria.
7	<b>7.MA.R2.A</b> Analyze the intent and meaning of media artworks using self-developed criteria.
8	<b>8.MA.R2.A</b> Analyze the intent and meanings of media artworks, focusing on intentions, forms, and various contexts.
HS1	<b>HS1.MA.R2.A</b> Analyze the intent, meanings, and reception of media artworks, focusing on personal and cultural contexts.

HS2	<b>HS2.MA.R2.A</b> Analyze the intent, meanings, and influence of media artworks, based on personal, societal, historical, and cultural contexts.
HS3	<b>HS3.MA.R2.A</b> Analyze the intent, meanings, and impacts of diverse media artworks, considering complex factors of context and bias.

<b>DOMAIN: Respond</b>	
<b>Foundation R3</b> Apply criteria to evaluate artistic work.	
<b>Enduring Understandings</b> Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	
<b>Essential Questions</b> How and why do media artists value and judge media artworks?	
<b>Standard MA.R3.A</b>	
Grade Level	Standards
K	<b>K.MA.R3.A</b> Share appealing qualities and possible changes in media artworks.
1	<b>1.MA.R3.A</b> Identify the effective parts of and possible changes to media artworks, considering viewers.
2	<b>2.MA.R3.A</b> Discuss the effectiveness of and improvements for media artworks, considering their context.
3	<b>3.MA.R3.A</b> Identify basic criteria for and evaluate media artworks, considering possible improvements and context.
4	<b>4.MA.R3.A</b> Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.
5	<b>5.MA.R3.A</b> Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.

6	<b>6.MA.R3.A</b> Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.
7	<b>7.MA.R3.A</b> Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.
8	<b>8.MA.R3.A</b> Evaluate media art works and production processes with developed criteria, considering context and artistic goals.
HS1	<b>HS1.MA.R3.A</b> Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
HS2	<b>HS2.MA.R3.A</b> Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.
HS3	<b>HS3.MA.R3.A</b> Independently develop rigorous evaluations of and strategically seek feedback for media artworks and production processes, considering complex goals and factors.

<b>DOMAIN: Connect</b>	
<b>Foundation Cn1</b>	
Synthesize and relate knowledge and personal experiences to make art.	
<b>Enduring Understandings</b>	
Media artworks synthesize meaning and form cultural experience.	
<b>Essential Questions</b>	
How do we relate knowledge and experiences to understanding and making media artworks?	
<b>Standard MA.Cn1.A</b>	
Grade Level	Standards
K	<b>K.MA.Cn1.A</b> Use personal experiences and choices in making media artworks.
1	<b>1.MA.Cn1.A</b> Use personal experiences, interests, and models in creating media artworks.

2	<b>2.MA.Cn1.A</b> Use personal experiences, interests, information, and models in creating media artworks.
3	<b>3.MA.Cn1.A</b> Use personal and external resources, such as interests, information, and models, to create media artworks.
4	<b>4.MA.Cn1.A</b> Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.
5	<b>5.MA.Cn1.A</b> Access and use internal and external resources, such as interests, knowledge, and experiences, to create media artworks.
6	<b>6.MA.Cn1.A</b> Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.
7	<b>7.MA.Cn1.A</b> Access, evaluate, and use internal and external resources, such as experiences, interests, research, and exemplary works, to inform the creation of media artworks.
8	<b>8.MA.Cn1.A</b> Access, evaluate, and use internal and external resources, such as cultural and societal knowledge, research, and exemplary works, to inform the creation of media artworks.
HS1	<b>HS1.MA.Cn1.A</b> Access, evaluate, and integrate personal and external resources, such as experiences, interests, and cultural experiences, to inform the creation of original media artworks.
HS2	<b>HS2.MA.Cn1.A</b> Synthesize internal and external resources, such as cultural connections, introspection, research, and exemplary works, to enhance the creation of persuasive media artworks.
HS3	<b>HS3.MA.Cn1.A</b> Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to make art.

### Enduring Understandings

Media artworks synthesize meaning and form cultural experience.

### Essential Questions

How do we learn about and create meaning through producing media artworks?

### Standard MA.Cn1.B

Grade Level	Standards
K	<b>K.MA.Cn1.B</b> Share memorable and meaningful experiences of media artworks.
1	<b>1.MA.Cn1.B</b> Discuss experiences of media artworks through meaning and purpose.
2	<b>2.MA.Cn1.B</b> Identify how media artworks shape meanings, situations, and/or culture.
3	<b>3.MA.Cn1.B</b> Identify and show how popular media shapes meanings, situations, and/or culture.
4	<b>4.MA.Cn1.B</b> Examine and show how emerging presentation formats shape meanings, situations, and/or culture.
5	<b>5.MA.Cn1.B</b> Examine and show how news and cultural events shape meanings, situations, and cultural experiences.
6	<b>6.MA.Cn1.B</b> Explain and show the influence of media artworks in forming new meanings, situations, and cultural experiences about historical events.
7	<b>7.MA.Cn1.B</b> Explain and show the role of media artworks in forming new meanings, knowledge, situations, cultural experiences, learning, and acquiring new information.
8	<b>8.MA.Cn1.B</b> Explain and demonstrate the role of media artworks in expanding meaning and knowledge of local and global events and creating cultural experiences.

HS1	<b>HS1.MA.Cn1.B</b> Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences in emerging presentation spaces.
HS2	<b>HS2.MA.Cn1.B</b> Explain and demonstrate the use of media artwork to synthesize new meaning and knowledge and form cultural experiences and connections between themes and ideas, local and global networks, and personal influence.
HS3	<b>HS3.MA.Cn1.B</b> Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.

<b>DOMAIN: Connect</b>	
<b>Foundation Cn2</b> Relate artistic ideas and works with societal, cultural, and historical context.	
<b>Enduring Understandings</b> Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	
<b>Essential Questions</b> How does investigating the relationships between various contexts, purposes, and values deepen the understanding of media arts?	
<b>Standard MA.Cn2.A</b>	
Grade Level	Standards
K	<b>K.MA.Cn2.A</b> With guidance, relate media artworks to everyday life experiences.
1	<b>1.MA.Cn2.A</b> With guidance, share ideas in relating media artworks and everyday life.
2	<b>2.MA.Cn2.A</b> Discuss and describe media artworks in everyday life found in popular media and connections with family and friends.
3	<b>3.MA.Cn2.A</b> Discuss how media artworks and ideas relate to everyday and cultural life.

4	<b>4.MA.Cn2.A</b> Identify how media artworks and ideas relate to everyday and cultural life and how they can influence values.
5	<b>5.MA.Cn2.A</b> Explain verbally and/or in media artworks how media artworks and ideas relate to everyday and cultural life.
6	<b>6.MA.Cn2.A</b> Research and show how media artworks and ideas relate to personal, social, and community life through the exploration of commercial and informational purposes, history, and ethics.
7	<b>7.MA.Cn2.A</b> Research and demonstrate how media artworks and ideas relate to various situations, purposes, and values.
8	<b>8.MA.Cn2.A</b> Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values.
HS1	<b>HS1.MA.Cn2.A</b> Demonstrate and show how media artworks and ideas relate to various contexts, purposes, and values.
HS2	<b>HS2.MA.Cn2.A</b> Examine in-depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.
HS3	<b>HS3.MA.Cn2.A</b> Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values through relevant and impactful media artworks.

## DOMAIN: Connect

### Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

### Enduring Understandings

Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

### Essential Questions

How does media arts relate to various contexts, purposes, and values?

### Standard MA.Cn2.B

Grade Level	Standards
K	<b>K.MA.Cn2.B</b> With guidance, interact safely and appropriately with media arts tools and environments.
1	<b>1.MA.Cn2.B</b> Explore appropriately with media arts tools and environments, while considering safety, rules, and fairness.
2	<b>2.MA.Cn2.B</b> Interact appropriately with media arts tools and environments, while considering safety, rules, and fairness.
3	<b>3.MA.Cn2.B</b> Examine and interact appropriately with media arts tools and environments, while considering safety, rules, and fairness.
4	<b>4.MA.Cn2.B</b> Examine and interact appropriately with media arts tools and environments, while considering ethics, rules, and fairness.
5	<b>5.MA.Cn2.B</b> Examine, discuss, and interact appropriately with media arts tools and environments, while considering ethics, rules, and media literacy.
6	<b>6.MA.Cn2.B</b> Analyze and interact appropriately with media arts tools and environments, while considering fair use and copyright, ethics, and media literacy.
7	<b>7.MA.Cn2.B</b> Analyze and responsibly interact with media arts tools and environments, while considering copyright, ethics, media literacy, and social media.

8	<b>8.MA.Cn2.B</b> Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, while considering ethics, media literacy, social media, and virtual worlds.
HS1	<b>HS1.MA.Cn2.B</b> Critically evaluate and effectively interact with legal, technological, systemic, and contexts of media arts, while considering ethics, media literacy, social media, virtual worlds, and digital identity.
HS2	<b>HS2.MA.Cn2.B</b> Critically investigate and ethically interact with legal, technological, systemic, and contexts of media arts, while considering ethics, media literacy, digital identity, and artist/audience interactivity.
HS3	<b>HS3.MA.Cn2.B</b> Critically investigate and strategically interact with legal, technological, systemic, and contexts of media arts.

## Tennessee Academic Standards for Fine Arts Education

### Visual Arts Introduction

The fine arts standards (dance, media arts, music, theatre, and visual arts) are organized using the same overarching framework. First, the standards are divided into four distinct artistic processes, called domains. Each domain includes a series of ideas that unite the fine arts within those artistic processes, called foundations. Table 1 illustrates the four domains and foundations for visual arts.

Table 1. *Visual Arts Domains and Foundations.*

<b>CREATE</b>	<b>PRESENT</b>	<b>RESPOND</b>	<b>CONNECT</b>
1. Generate and conceptualize artistic ideas and work.	1. Select, analyze, and interpret artistic work for production.	1. Perceive and analyze artistic work.	1. Synthesize and relate knowledge and personal experiences to artistic endeavors.
2. Organize and develop artistic ideas and work.	2. Develop and refine artistic work for production.	2. Interpret intent and meaning in artistic work.	2. Relate artistic ideas and works with societal, cultural, and historical context.
3. Refine and complete artistic work.	3. Convey and express meaning through the production of artistic work.	3. Apply criteria to evaluate artistic work.	

The last layer in our framework is the standard. Each foundation includes standards that move students towards a deeper understanding of the visual arts. Standards are building blocks that form a comprehensive, sequential education and describe student learning. Included with each foundation are enduring understandings and essential questions that connect each grade level and provide a context for the standards. Altogether, this framework sets the goals for the development of artistically literate citizens, preparing students not only for college and career, but also for a lifetime enhanced by and with the arts.

## Domains

There are four artistic processes in which our standards can be grouped: Create, Present, Respond, and Connect. These domains are explained in more detail below. See Appendix A for a comparison between the 2016 Foundations and the prior Tennessee Visual Arts Standards.

### **Create**

Creation is the dominant foundation for the visual arts and is listed as the first domain in our content area due to its importance. The Create domain can be divided into three spiraling behaviors: 1) generating and conceptualizing artistic ideas and work; 2) organizing and developing ideas and work; and 3) refining and completing artistic work.

In the prior versions of the standards, using materials and developing technique were found in the Perform domain. This version of the standards includes materials and techniques as part of Create behaviors. A crosswalk has been included in Appendix A to illustrate the adjustment.

### **Present**

The skills included in the Present domain have not been included in prior versions of the standards. However, Present will seem familiar to educators and students since the content of the domain is already happening within most visual arts curricula. High school students selecting work for their portfolios, middle school students planning, creating, and displaying art to inform their peers on social issues, and kindergarten students selecting one work of art to leave at school to display and one to take home to share with their family are all examples of how to meet standards within the Present domain.

The content of the Present domain is organized into three big ideas about the presentation of artwork: 1) selecting, analyzing, and interpreting artistic work for presentation; 2) developing and refining artistic techniques and work for presentation; and 3) conveying and expressing meaning through the presentation of artistic work. In other words, the standards in foundation P1 focus on the process that supports the selection of art for different purposes, the standards in foundation P2 are centered around consideration for preservation and presentation of art, and the standards in P3 explore the role of presentation spaces and the interactions that occur between the space and the people who view it.

The phrase “traditional and emerging spaces” appears several times within this domain. This phrase captures the inclusiveness of where and how art can be displayed without placing boundaries on the time, space, or format of the display. The spaces to display artwork within schools and communities vary throughout the state. Therefore, more autonomy is given to districts and educators to determine the most effective ways for students to master these standards. Also, since these standards will be used to guide instruction over the next six years, listing specific presentation spaces might have the unintentional consequence of excluding presentation spaces, which have yet to be created.

## **Respond**

The Respond domain outlines standards in three overarching areas: 1) perceiving and analyzing artistic work; 2) interpreting intent and meaning in artistic work; and 3) applying criteria to evaluate artistic work. While the 2016 Respond standards closely align with the prior Respond standards, there are several notable differences. (See Appendix A for a crosswalk between the prior standards and the 2016 foundations.) First, the term “image” was selected for use in R.1.A, while the term “art” was used in R.1.B. The intent of using “image” is to provide educators and students autonomy to explore visual culture and the impact of images as a way to develop visual literacy. In contrast, R.1.B focuses more on analyzing images that were intentionally created as artwork.

Another difference can be found within the R.2 and R.3 standards. In R.3, students critique artworks, which can include interpretation. However, interpretation is a valuable process in itself, used to gain insights into the meaning of artwork. In R.2, students use a variety of strategies of interpretation including analyzing context, media, or subject matter while using appropriate art vocabulary (e.g., the elements of art and the principles of design).

## **Connect**

The Connect domain includes two foundations: 1) synthesizing and relating knowledge and personal experiences to artistic endeavors; and 2) relating artistic ideas and works with societal, cultural, and historical context. The visual arts standards are also connected to other fine arts content areas by the standards framework, including the domains and foundations. Cn.1 asks students to make connections between art and other life experiences (which can include their study of other school subjects, like reading, math, science, and social studies). Cn.2 is very similar to our prior standards for history and culture.

## Enduring Understandings & Essential Questions

Enduring understandings and essential questions are included with each set of standards to guide conceptual thinking as students intentionally construct learning about the content of the standards. The enduring understandings and essential questions link individual standards back to big ideas that create connections to the arts, other academic subjects, and life. Enduring understandings are big ideas that students will explore and revisit over the course of their sequential artistic study and beyond K-12 education, into their lives as artistically literate citizens. Essential questions are designed to inspire authentic exploration of concepts in order to connect the content of the standards with essential understandings. These questions are open-ended and meant to be revisited several times and explored in many ways. The answers to essential questions are likely to evolve as students move toward mastery of the standards (National Coalition for Core Arts Standards [NCCAS], 2013).

## Curriculum and Pacing

These standards outline sequential learning across grades and course levels and are best implemented when students have access to sequential courses within and across arts disciplines. It is up to individual districts to create curriculum that best suits the needs of their students. The amount of time spent on each standard within a grade level or course may be different. For example, art history courses in high school will use the same standards. However, students in an art history course may spend considerably more time within the Respond and Connect domains.

## High School Levels

Within the standards, there are three levels of high school learning. A description of these levels is included below (NCCAS, 2013).

<b>HS 1</b>	<b>HS 2</b>	<b>HS 3</b>
<p>Students at the <b>HS 1 level</b> have developed the foundational technical and expressive skills and understandings in visual arts necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and, may be prepared for active engagement in their community. They understand visual arts to be an important form of personal realization and well-being and make connections between visual arts, history, culture, and other learning.</p>	<p>Students at the <b>HS 2 level</b> are, with minimal assistance, able to identify or solve visual arts problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and, create and refine visual arts productions that demonstrate technical proficiency, personal communication, and expression. They use visual arts for personal realization and well-being and have the necessary skills for and interest in participation in visual arts beyond the school environment.</p>	<p>Students at <b>HS 3 level</b> independently identify challenging visual arts problems based on their interests or for specific purposes and bring creativity and insight to finding artistic solutions. They are facile in using at least one art form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as visual arts learners. They are capable of taking a leadership role in arts activity within and beyond the school environment.</p>
<p>This level of achievement is attainable by most students who complete a high school level course in the arts beyond the foundation of quality K-8 instruction.</p>	<p>This level of achievement is attainable by most students who complete a rigorous sequence of high-school level courses beyond the HS 1 level.</p>	<p>This level and scope of achievement significantly exceeds HS 2 Level. Achievement at this level is indisputably rigorous and substantially expands students' knowledge, skills, and understandings beyond the expectations articulated for HS 2 achievement.</p>

## Artistic Literacy, Visual Literacy, Textual Literacy

Literacy is a complex term with multiple definitions including: a set of skills, the knowledge and understanding of a particular content area, or the act of learning (Burnett, 2005). In the visual arts standards, there are several types of literacy, which can involve some or all of these definitions as students engage in communication, interpreting and constructing meaning, using materials and techniques, and relating personal, historical, or contextual knowledge to artistic endeavors. The three specific areas of literacy that are included within the visual arts standards are artistic, visual, and textual literacy, which have been defined in more detail below.

Artistic literacy is the knowledge and understanding required to participate authentically in the visual arts. Fluency in the language of the visual arts is the ability to Create, Produce, Respond, and Connect through symbolic and metaphoric forms that are unique to the visual arts. It is embodied in specific lifelong goals that enable an artistically literate person to transfer visual arts knowledge, skills, and capacities to other subjects, settings, and contexts (NCCAS, 2013). Artistic literacy fosters connections among the arts and between the arts and other disciplines, thereby providing opportunities to access, develop, express, and integrate meaning within the visual arts and across a variety of content areas.

Visual literacy is a general term used to describe the ability to engage with visual images. Understanding and analyzing the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials requires visual literacy skills. Visual literacy is developed as a result of intentional practice in effectively finding, interpreting, evaluating, using, and creating images and visual media. An individual who is visually literate is both a thoughtful consumer of and contributor to visual materials (Hattwig, 2011).

Textual literacy is a term that has traditionally been used to describe reading, writing, and analyzing written text. However, many goals including engagement, understanding, and making meaning are common throughout each of the areas of literacy. When building textual literacy, it is common to ask students to cite evidence within the text to support inferences. This is similar to asking students to cite evidence within visual images to support inferences to meaning, mood, and purpose. Another link between textual, visual, and artistic literacies is the consideration of how context impacts the meaning of the material being studied. The visual arts standards provide a unique opportunity to build textual literacy skills as visual and artistic literacy skills are developed due to the similarities between the areas of literacy.

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## APPENDIX A

### Comparison Between 2016 Foundations and prior TN Standards

		Tennessee Fine Arts Foundations (2016)											
		Create			Present			Respond			Connect		
		1. Generate and conceptualize artistic ideas and work.	2. Organize and develop artistic ideas and work.	3. Refine and complete artistic work.	4. Select, analyze, and interpret artistic work for presentation.	5. Develop and refine artistic work for presentation.	6. Convey and express meaning through the presentation of artistic work.	7. Perceive and analyze artistic work.	8. Interpret intent and meaning in artistic work.	9. Apply criteria to evaluate artistic work.	10. Synthesize knowledge and personal experiences to artistic endeavors.	11. Relate artistic ideas and works with societal, cultural, and historical context.	
Prior Tennessee Visual Arts Standards	Perform	1. understand and apply media, techniques, and processes.	●	○	○								
		2. use knowledge of structures and functions.	●	●	●								
	Create	3. choose and evaluate a range of subject matter, symbols, and ideas.	■	○				●	●		○		
	Respond	5. reflect upon and assess the characteristics and merits of their work and the work of others.			●	●	●	●	■	■			
	Connect	4. understand the visual arts in relation to history and cultures.											■
		6. make connections between visual arts and other disciplines.											●

- = Strong intersection
- = Medium intersection
- = Weak intersection

# Visual Arts K-12 | VA

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work.	
<b>Enduring Understandings</b> Creativity and innovative thinking are essential life skills that can be developed.	
<b>Essential Questions</b> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration influence the creative process?	
<b>Standard VA.Cr1.A</b>	
Grade Level	Standards
K	<b>K.VA.Cr1.A</b> Explore and experiment imaginatively with ideas and materials.
1	<b>1.VA.Cr1.A</b> Explore and experiment imaginatively with ideas and materials through collaboration.
2	<b>2.VA.Cr1.A</b> Brainstorm collaboratively multiple approaches to an art or design problem.
3	<b>3.VA.Cr1.A</b> Elaborate on an imaginative idea.
4	<b>4.VA.Cr1.A</b> Brainstorm original approaches to an art or design problem.
5	<b>5.VA.Cr1.A</b> Combine ideas to generate an innovative plan for art-making.
6	<b>6.VA.Cr1.A</b> Combine concepts collaboratively to generate innovative ideas for creating art.
7	<b>7.VA.Cr1.A</b> Apply formal and informal methods to overcome creative blocks.

8	<b>8.VA.Cr1.A</b> Document early stages of the creative process using traditional or emerging media.
HS1	<b>HS1.VA.Cr1.A</b> Formulate and develop creative approaches to art-making.
HS2	<b>HS2.VA.Cr1.A</b> Individually or collaboratively formulate new creative problems based on student's existing work.
HS3	<b>HS3.VA.Cr1.A</b> Envision and hypothesize creative risks and their implications while determining plans and direction of art-making.

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work.	
<b>Enduring Understandings</b> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	
<b>Essential Questions</b> How does knowing the contexts histories and traditions of artforms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?	
<b>Standard VA.Cr1.B</b>	
Grade Level	Standards
K	<b>K.VA.Cr1.B</b> Collaborate in creative art-making in response to an artistic problem.
1	<b>1.VA.Cr1.B</b> Use observation and investigation in preparation for making a work of art.
2	<b>2.VA.Cr1.B</b> Make art or design with a variety of materials and tools, exploring personal interests, questions, and curiosities.
3	<b>3.VA.Cr1.B</b> Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art-making.

4	<b>4.VA.Cr1.B</b> Collaboratively set goals, and create artwork that is meaningful and has purpose to the makers.
5	<b>5.VA.Cr1.B</b> Identify and demonstrate various investigative methods in choosing an approach for beginning a work of art.
6	<b>6.VA.Cr1.B</b> Investigate personally relevant content for creating art.
7	<b>7.VA.Cr1.B</b> Develop criteria to guide art-making or design to meet an identified goal.
8	<b>8.VA.Cr1.B</b> Collaboratively investigate an aspect of contemporary life utilizing art and design.
HS1	<b>HS1.VA.Cr1.B</b> Investigate an aspect of contemporary life utilizing art and design.
HS2	<b>HS2.VA.Cr1.B</b> Choose from a range of materials and methods of traditional and contemporary practices to plan works of art and design.
HS3	<b>HS3.VA.Cr1.B</b> Choose from a range of materials and methods of traditional and contemporary practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

# DOMAIN: Create

## Foundation Cr2

Organize and develop artistic ideas and work.

## Enduring Understandings

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

## Essential Questions

How do artists work? How do artists and designers determine the effectiveness of particular choices in their work? How do artists and designers learn from trial and error?

## Standard VA.Cr2.A

Grade Level	Standards
K	<b>K.VA.Cr2.A</b> Through experimentation, build skills in various media and art-making approaches, using developmentally appropriate craftsmanship.
1	<b>1.VA.Cr2.A</b> Explore uses of materials and tools to create works of art or design, using developmentally appropriate craftsmanship.
2	<b>2.VA.Cr2.A</b> Experiment with various materials and tools to explore personal interests in a work of art or design, using developmentally appropriate craftsmanship.
3	<b>3.VA.Cr2.A</b> Create artwork to meet personal criteria, using a variety of artistic processes and materials and developmentally appropriate craftsmanship.
4	<b>4.VA.Cr2.A</b> Explore and invent art-making techniques and approaches using developmentally appropriate craftsmanship.
5	<b>5.VA.Cr2.A</b> Experiment and develop skills in multiple art-making techniques and approaches through practice using developmentally appropriate craftsmanship.
6	<b>6.VA.Cr2.A</b> Experiment with new ideas, materials, methods, and approaches in making works of art and design, using course specific craftsmanship.

7	<b>7.VA.Cr2.A</b> Persist in developing skills with various materials, methods, and approaches in creating works of art or design using course specific craftsmanship.
8	<b>8.VA.Cr2.A</b> Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge when making art, using course specific craftsmanship.
HS1	<b>HS1.VA.Cr2.A</b> Make art or design without having a preconceived plan, using course specific craftsmanship.
HS2	<b>HS2.VA.Cr2.A</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form using course specific craftsmanship.
HS3	<b>HS3.VA.Cr2.A</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept using course specific craftsmanship.

<b>DOMAIN: Create</b>	
<b>Foundation Cr2</b> Organize and develop artistic ideas and work.	
<b>Enduring Understandings</b> Artists and designers balance experimentation with safety and freedom with responsibility while developing and creating artworks.	
<b>Essential Questions</b> How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?	
<b>Standard VA.Cr2.B</b>	
Grade Level	Standards
K	<b>K.VA.Cr2.B</b> Use art materials, tools, and equipment safely.

1	<b>1.VA.Cr2.B</b> Demonstrate safe and proper procedures for using materials, tools, and equipment.
2	<b>2.VA.Cr2.B</b> Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
3	<b>3.VA.Cr2.B</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
4	<b>4.VA.Cr2.B</b> Utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
5	<b>5.VA.Cr2.B</b> Demonstrate resourceful care for and use of materials, tools, and equipment.
6	<b>6.VA.Cr2.B</b> Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.
7	<b>7.VA.Cr2.B</b> Demonstrate awareness of ethical responsibility when using traditional and emergent media.
8	<b>8.VA.Cr2.B</b> Demonstrate awareness of ethical responsibility and the use of images, materials, tools, and equipment in the creation and presentation of original work.
HS1	<b>HS1.VA.Cr2.B</b> Demonstrate awareness of the ethical implications and the use of images, materials, tools, and equipment in the creation and presentation of original work.
HS2	<b>HS2.VA.Cr2.B</b> Develop awareness of the balance between freedom and responsibility in the use of images, materials, tools, and equipment in the creation and presentation of original work.
HS3	<b>HS3.VA.Cr2.B</b> Balance freedom and responsibility in the use of images, materials, tools, and equipment in the creation and presentation of original work.

# DOMAIN: Create

## Foundation Cr2

Organize and develop artistic ideas and work

## Enduring Understandings

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives

## Essential Questions

How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

## Standard VA.Cr2.C

Grade Level	Standards
K	<b>K.VA.Cr2.C</b> Create art that represents natural and constructed environments.
1	<b>1.VA.Cr2.C</b> Identify and classify uses of everyday objects through diverse visual art media.
2	<b>2.VA.Cr2.C</b> Repurpose objects to create something new.
3	<b>3.VA.Cr2.C</b> Individually or collaboratively construct visual representations of objects or places from everyday life.
4	<b>4.VA.Cr2.C</b> Document, describe, and represent community spaces and environments.
5	<b>5.VA.Cr2.C</b> Identify, describe, and visually document places and/or objects of personal significance.
6	<b>6.VA.Cr2.C</b> Design or redesign objects, places, or systems that meet the identified needs of diverse users.
7	<b>7.VA.Cr2.C</b> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
8	<b>8.VA.Cr2.C</b> Select, organize, and design images and words to make visually clear and compelling presentations.

<b>HS1</b>	<b>HS1.VA.Cr2.C</b> Redesign an object, system, place, or design in response to contemporary issues.
<b>HS2</b>	<b>HS2.VA.Cr2.C</b> Demonstrate, in works of art or design, how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
<b>HS3</b>	<b>HS3.VA.Cr2.C</b> Collaboratively develop artwork that transforms the perception and experience of a particular place, object, or system.

<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Enduring Understandings</b> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	
<b>Essential Questions</b> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work construct a more complete experience?	
<b>Standard VA.Cr3.A</b>	
Grade Level	Standards
<b>K</b>	<b>K.VA.Cr3.A</b> Explain the process of making art while creating.
<b>1</b>	<b>1.VA.Cr3.A</b> Use art vocabulary to describe choices while creating art.
<b>2</b>	<b>2.VA.Cr3.A</b> Discuss and reflect with peers about choices made in creating artwork.
<b>3</b>	<b>3.VA.Cr3.A</b> Add details to an artwork to enhance emerging meaning.
<b>4</b>	<b>4.VA.Cr3.A</b> Revise artwork in progress on the basis of insights gained through peer critique.

5	<b>5.VA.Cr3.A</b> Communicate personal decisions in art-making in an artist statement or another format.
6	<b>6.VA.Cr3.A</b> Reflect on and revise personal artwork to convey intended meaning.
7	<b>7.VA.Cr3.A</b> Reflect on and explain important information about personal artwork in an artist statement or another format.
8	<b>8.VA.Cr3.A</b> Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
HS1	<b>HS1.VA.Cr3.A</b> Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
HS2	<b>HS2.VA.Cr3.A</b> Reflect upon, revise, and refine works of art and design in response to personal artistic vision.
HS3	<b>HS3.VA.Cr3.A</b> Reflect upon, revise, and refine works of art or design, considering relevant traditional and contemporary criteria as well as personal artistic vision.

<b>DOMAIN: Present</b>	
<b>Foundation P1</b>	
Select, analyze, and interpret artistic work for presentation.	
<b>Enduring Understandings</b>	
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	
<b>Essential Questions</b>	
How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks and select them for presentation?	
<b>Standard VA.P1.A</b>	
Grade Level	Standards
K	<b>K.VA.P1.A</b> Select art objects for personal portfolio and display, explaining why they were chosen.

1	<b>1.VA.P1.A</b> Explain why some objects, artifacts, and artwork are valued over others.
2	<b>2.VA.P1.A</b> Categorize artwork based on a theme or concept for an exhibit.
3	<b>3.VA.P1.A</b> Investigate and discuss possibilities and limitations of traditional and emerging presentation spaces.
4	<b>4.VA.P1.A</b> Analyze how traditional and emerging technologies have impacted the preservation and presentation of artwork.
5	<b>5.VA.P1.A</b> Define and explain the qualifications and responsibilities of a curator.
6	<b>6.VA.P1.A</b> Analyze similarities and differences associated with preserving and presenting traditional and emerging media.
7	<b>7.VA.P1.A</b> Compare and contrast how traditional and emerging technologies have changed the way artwork is preserved, presented, and experienced.
8	<b>8.VA.P1.A</b> Develop and apply criteria for evaluating a collection of artwork for presentation.
HS1	<b>HS1.VA.P1.A</b> Select, analyze, and curate artifacts and/or artworks for presentation and preservation.
HS2	<b>HS2.VA.P1.A</b> Select, analyze, and critique personal artwork for a collection or portfolio presentation.
HS3	<b>HS3.VA.P1.A</b> Critique and justify choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

## DOMAIN: Present

### Foundation P2

Develop and refine artistic techniques and work for presentation.

### Enduring Understandings

Artists, curators, and others consider a variety of factors and methods when preparing and refining artwork for display and deciding if and how to preserve and protect it.

### Essential Questions

What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

### Standard VA.P2.A

Grade Level	Standards
K	<b>K.VA.P2.A</b> Explain the purpose of a portfolio or collection.
1	<b>1.VA.P2.A</b> Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
2	<b>2.VA.P2.A</b> Distinguish between different materials or artistic techniques for preparing artwork for presentation.
3	<b>3.VA.P2.A</b> Identify traditional and emerging presentation spaces, and prepare works of art for presentation including an artist's statement.
4	<b>4.VA.P2.A</b> Analyze strategies for exhibiting and preserving a variety of artforms in both traditional and emerging presentation spaces.
5	<b>5.VA.P2.A</b> Demonstrate effective use of methods and techniques for preparing and presenting artwork.
6	<b>6.VA.P2.A</b> Individually or collaboratively, develop a plan to display works of art that includes analyzing the exhibit space, while considering the audience.
7	<b>7.VA.P2.A</b> Based on criteria, analyze and evaluate methods for preparing and presenting art.
8	<b>8.VA.P2.A</b> Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

HS1	<b>HS1.VA.P2.A</b> Analyze and evaluate traditional and emerging presentation spaces and methods.
HS2	<b>HS2.VA.P2.A</b> Select, evaluate, and apply effective methods or processes to display artwork in a specific traditional or emerging presentation space.
HS3	<b>HS3.VA.P2.A</b> Select, evaluate, and apply appropriate methods and processes for preserving and protecting artworks

<b>DOMAIN: Present</b>	
<b>Foundation P3</b> Convey and express meaning through the presentation of artistic work.	
<b>Enduring Understandings</b> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivation of appreciation and understanding.	
<b>Essential Questions</b> What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?	
<b>Standard VA.P3.A</b>	
Grade Level	Standards
K	<b>K.VA.P3.A</b> Explain the function of an art museum, and distinguish how an art museum is different from other buildings and presentation spaces.
1	<b>1.VA.P3.A</b> Identify the roles and responsibilities of people who work in and visit traditional and emerging presentation spaces.
2	<b>2.VA.P3.A</b> Analyze how art exhibited in traditional and emerging presentation spaces contributes to communities.
3	<b>3.VA.P3.A</b> Identify and explain how and where different cultures record and illustrate stories and history of life through art.

4	<b>4.VA.P3.A</b> Compare and contrast purposes of a variety of presentation spaces and the types of experiences they provide.
5	<b>5.VA.P3.A</b> Explain how an exhibition in a traditional or emerging presentation space provides ideas and information about a specific concept or topic.
6	<b>6.VA.P3.A</b> Explain how an exhibition in a traditional or emerging presentation space reflects the history and values of a community.
7	<b>7.VA.P3.A</b> Compare and contrast perceptions of exhibitions in traditional and emerging presentation spaces.
8	<b>8.VA.P3.A</b> Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
HS1	<b>HS1.VA.P3.A</b> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
HS2	<b>HS2.VA.P3.A</b> Make, explain, and justify connections between exhibitions of artists or artwork and the context of social, cultural, and political history.
HS3	<b>HS3.VA.P3.A</b> Curate a collection of artwork or artifacts to impact the viewer's understanding of social, cultural, and political experiences.

## DOMAIN: Respond

### Foundation R1

Perceive and analyze artistic work.

### Enduring Understandings

Visual literacy is an essential life skill that can be developed through the close examination of artwork and becomes a system by which viewers understand and interpret the world.

### Essential Questions

What is an image? Where and how do we encounter images in our world? How do images convey meaning? How do images influence our views of the world? How can the viewer "read" a work of art as text?

### Standard VA.R1.A

Grade Level	Standards
K	<b>K.VA.R1.A</b> Describe what an image represents.
1	<b>1.VA.R1.A</b> Compare images that represent the same subject.
2	<b>2.VA.R1.A</b> Categorize images based on determined key information and relevant details.
3	<b>3.VA.R1.A</b> Categorize images based on expressive properties.
4	<b>4.VA.R1.A</b> Determine the main idea of an image, and explain how it is supported by key details.
5	<b>5.VA.R1.A</b> Explain how images can convey cultural associations.
6	<b>6.VA.R1.A</b> Analyze how images and cultural associations influence ideas, emotions, and actions.
7	<b>7.VA.R1.A</b> Analyze multiple ways that images influence specific audiences.
8	<b>8.VA.R1.A</b> Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

HS1	<b>HS1.VA.R1.A</b> Analyze how one’s understanding of the world is affected by experiencing images.
HS2	<b>HS2.VA.R1.A</b> Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
HS3	<b>HS3.VA.R1.A</b> Evaluate the connections within a collection of art or artists from a particular time and place, and determine the potential influence on specific audiences.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Enduring Understandings</b> Individual aesthetic and empathetic awareness, developed through engagement with art, can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	
<b>Essential Questions</b> How do life experiences influence the way we relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?	
<b>Standard VA.R1.B</b>	
Grade Level	Standards
K	<b>K.VA.R1.B</b> Identify uses of art within one’s personal environment.
1	<b>1.VA.R1.B</b> Select and describe works of art that illustrate daily life experiences.
2	<b>2.VA.R1.B</b> Perceive and describe aesthetic characteristics of one’s natural world and constructed environments.
3	<b>3.VA.R1.B</b> Speculate about processes an artist uses to create a work of art.

4	<b>4.VA.R1.B</b> Compare responses to a work of art before and after experimenting with similar processes.
5	<b>5.VA.R1.B</b> Compare one's own interpretation of a work of art with the interpretation of others.
6	<b>6.VA.R1.B</b> Identify and interpret works of art that reveal a variety of world cultures and values.
7	<b>7.VA.R1.B</b> Explain how presentation methods and environments influence how art is perceived and valued.
8	<b>8.VA.R1.B</b> Explain how aesthetic choices are influenced by visual and material cultures and can impact perceived meaning of artworks.
HS1	<b>HS1.VA.R1.B</b> Hypothesize ways in which art influences perception and understanding of human experiences.
HS2	<b>HS2.VA.R1.B</b> Recognize and describe personal aesthetic and empathetic responses to natural and constructed environments.
HS3	<b>HS3.VA.R1.B</b> Analyze how responses to art develop over time based on knowledge, life experiences, and perceptions of the world.

## DOMAIN: Respond

### Foundation: R2

Interpret intent and meaning in artistic work.

### Enduring Understandings

People gain insights into meanings of artworks by engaging in the process of interpreting art.

### Essential Questions

What is the value of engaging in the process of interpreting art? How does knowing and using visual art vocabularies help us understand and interpret works of art? How do artists use expressive properties to communicate meaning?

### Standard VA.R2.A

Grade Level	Standards
K	<b>K.VA.R2.A</b> Interpret art by identifying subject matter and describing relevant details while using appropriate art vocabulary.
1	<b>1.VA.R2.A</b> Interpret art by categorizing subject matter and describing relevant details while using appropriate art vocabulary.
2	<b>2.VA.R2.A</b> Interpret art by identifying the suggested mood and describing relevant subject matter while using appropriate art vocabulary.
3	<b>3.VA.R2.A</b> Interpret art by analyzing how use of media, mood, and subject matter shape meaning while using appropriate art vocabulary.
4	<b>4.VA.R2.A</b> Interpret art by analyzing how context, relevant subject matter, and use of media shape meaning while using appropriate art vocabulary.
5	<b>5.VA.R2.A</b> Interpret art to identify ideas and mood conveyed by analyzing context, subject matter, and use of media while using appropriate art vocabulary.
6	<b>6.VA.R2.A</b> Interpret art to identify ideas and mood conveyed by determining relevant context and analyzing use of media and subject matter while using appropriate art vocabulary.
7	<b>7.VA.R2.A</b> Interpret art to identify ideas and mood conveyed by analyzing art-making approaches, relevant context, subject matter, and use of media while using appropriate art vocabulary.

<b>8</b>	<b>8.VA.R2.A</b> Interpret art by analyzing how mood and meaning are impacted by the relationship of subject matter, use of media, art-making approaches, and relevant context while using appropriate art vocabulary.
<b>HS1</b>	<b>HS1.VA.R2.A</b> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
<b>HS2</b>	<b>HS2.VA.R2.A</b> Evaluate types of contextual information relevant to the process of constructing interpretations of an artwork or collection of artworks.
<b>HS3</b>	<b>HS3.VA.R2.A</b> Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

<b>DOMAIN: Respond</b>	
<b>Foundation R3</b> Apply criteria to evaluate artistic work.	
<b>Enduring Understandings</b> People evaluate art based on various criteria.	
<b>Essential Questions</b> What is the value of engaging in the process of art criticism? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	
<b>Standard VA.R3.A</b>	
Grade Level	Standards
<b>K</b>	<b>K.VA.R3.A</b> Explain reasons for selecting a preferred artwork.
<b>1</b>	<b>1.VA.R3.A</b> Classify artwork based on different reasons for preferences.
<b>2</b>	<b>2.VA.R3.A</b> Use art vocabulary to express preferences about artwork.
<b>3</b>	<b>3.VA.R3.A</b> Evaluate an artwork based on given criteria.

4	<b>4.VA.R3.A</b> Apply one set of criteria to evaluate more than one work of art.
5	<b>5.VA.R3.A</b> Recognize how styles, genres, media, and historical and cultural contexts influence criteria used to evaluate works of art.
6	<b>6.VA.R3.A</b> Develop and apply relevant criteria to evaluate a work of art.
7	<b>7.VA.R3.A</b> Compare and contrast evaluation of art based on personal preference versus established criteria.
8	<b>8.VA.R3.A</b> Construct a persuasive and logical argument to support an evaluation of art.
HS1	<b>HS1.VA.R3.A</b> Establish relevant criteria and apply them to an evaluation of a work of art or collection of works.
HS2	<b>HS2.VA.R3.A</b> Analyze the relevance of criteria used by others to evaluate a work of art or collection of works.
HS3	<b>HS3.VA.R3.A</b> Construct evaluations of a work of art or collection of works based on differing sets of criteria.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Enduring Understandings

Through art-making, people construct meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

### Essential Questions

How does engaging in the creation of art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

### Standard VA.Cn1.A

Grade Level	Standards
K	<b>K.VA.Cn1.A</b> Create art that tells a story about a life experience.
1	<b>1.VA.Cn1.A</b> Identify times, places, and reasons students make art outside of school.
2	<b>2.VA.Cn1.A</b> Create art about events in home, school, or community life.
3	<b>3.VA.Cn1.A</b> Develop art based on observations of surroundings.
4	<b>4.VA.Cn1.A</b> Create art that communicates the cultural traditions of one's community.
5	<b>5.VA.Cn1.A</b> Create art based on personal experiences, current interests, and surroundings.
6	<b>6.VA.Cn1.A</b> Generate and investigate a collection of ideas that reflect awareness of current interests and concerns through art-making.
7	<b>7.VA.Cn1.A</b> Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design.
8	<b>8.VA.Cn1.A</b> Make art collaboratively to reflect on and reinforce positive aspects of group identity.

HS1	<b>HS1.VA.Cn1.A</b> Document the process of developing ideas reflecting awareness of personal experiences, interests, and art-making approaches.
HS2	<b>HS2.VA.Cn1.A</b> Research and connect an unfamiliar subject to personal experiences to develop meaning through art-making.
HS3	<b>HS3.VA.Cn1.A</b> Synthesize knowledge of social, cultural, historical, and personal experiences with art-making approaches to create meaningful works of art or design.

<b>DOMAIN: Connect</b>	
<b>Foundation Cn2</b>	
Relate artistic ideas and works with societal, cultural, and historical context.	
<b>Enduring Understandings</b>	
People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	
<b>Essential Questions</b>	
How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?	
<b>Standard VA.Cn2.A</b>	
Grade Level	Standards
K	<b>K.VA.Cn2.A</b> Identify a purpose of an artwork.
1	<b>1.VA.Cn2.A</b> Express how people from different places and times have made art for a variety of reasons.
2	<b>2.VA.Cn2.A</b> Compare and contrast purposes of artwork from various cultures, times, and places.
3	<b>3.VA.Cn2.A</b> Recognize that responses to art can change depending on knowledge of the time and place in which it was made.

4	<b>4.VA.Cn2.A</b> Through observation, infer information about time, place, and culture in which a work of art was created.
5	<b>5.VA.Cn2.A</b> Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.
6	<b>6.VA.Cn2.A</b> Analyze how art reflects changing times, traditions, resources, and cultural uses.
7	<b>7.VA.Cn2.A</b> Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources, and cultural uses.
8	<b>8.VA.Cn2.A</b> Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.
HS1	<b>HS1.VA.Cn2.A</b> Describe how knowledge of culture, traditions, and history may influence personal responses to art.
HS2	<b>HS2.VA.Cn2.A</b> Compare and connect functions of art in a variety of societal, cultural, and historical contexts to contemporary and local contexts.
HS3	<b>HS3.VA.Cn2.A</b> Evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

# **General, Instrumental, and Vocal Music**

Tennessee Academic Standards for Fine Arts



## General Music K-5 | GM

Considering the appropriate standards for K-5 music, it is clear that these years provide the best opportunities for artistic growth in the lives of children. The core arts standards serve as an opportunity to dive deeper into the domains that have traditionally been less emphasized, such as Connecting, Responding, and even Creating. While performance will continue to have a profound influence in our classrooms, the revised standards provide a more comprehensive experience that will empower students to excel in many musical roles. These standards allow opportunities for culturally responsive teaching that provides students with choices, thus facilitating a cooperative and collaborative musical process. Furthermore, these standards will help facilitate a powerful music education that will provide students with a solid foundation as they transition from elementary school into middle school.

Because music at the elementary level is designed to engage students in many musical roles, examples of ways to accomplish the standards are embedded. The goal is to empower teachers to decide how they want to accomplish the standards as opposed to accomplishing every example at once. The examples are also designed to increase rigor in the standards, while at the same time maintaining many of the positive elements found in the previous Tennessee music standards.

One of the primary changes found in the revised standards is the incorporation of movement. Movement is an essential element in music, especially for kinesthetic learners. In many cultures throughout the world, movement is an essential element of musical performance. In the same way that many musicians view the playing of instruments as an extension of their voice, movement can also be construed as an extension of one's internal musicianship. Lastly, the incorporation of movement into the standards will empower teachers to assess students' musical growth through varied means.

On the whole, this set of standards is designed to support teacher flexibility. Teachers are the best judges of how to differentiate instruction. While these standards differentiate by grade level, they do not differentiate within the grade level. For the sake of assessment, teachers have the ability to reference these standards and score their students with whatever rubric they deem fit for a particular activity. In the same way, teachers should have the authority to guide students in their growth, both in the process of music and the elements of music. With respect to the elements of music, we ascribe to the National Core Arts Standards handbook found [here](#).

Within the Perform domain, asterisks have been supplied for several standards. While the standards look similar at each grade level, the concepts should increase in rigor from year to year. The following concepts are assumed in order to accomplish these standards by the following grade levels:

- ❖ **K.GM.P1.B** music contrasts such as high/low, fast/slow, loud/soft, same/different, upward/downward, smooth/jerky, heavy/light
- ❖ **K.GM.P3.A** echo songs, pitch-exploration games, sol-mi and la-sol-mi patterns on neutral syllables, simple songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation
- ❖ **K.GM.P3.B** exploring steady beat, iconic notation, chord bordun, with a song/story/poem/recording
- ❖ **1.GM.P3.A** echo songs, pitch-matching games, la-sol-mi patterns on neutral syllables and with pitch names, simple songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation, simple ostinatos
- ❖ **1.GM.P3.B** practicing steady beat, simple rhythm patterns in iconic and standard notation, beat vs. rhythm, chord bordun, with a song/story/poem/recording
- ❖ **2.GM.P3.A** echo songs, pitch-matching games, la-sol-mi-re-do patterns on neutral syllables and with pitch names, songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation, ostinatos, simple canons, partner songs
- ❖ **2.GM.P3.B** maintaining a steady beat, rhythm patterns, iconic notation and standard notation, chord bordun, ostinatos, with a song/story/poem/recording
- ❖ **3.GM.P3.A** pitch-matching games, la, sol, mi, re, do, do patterns, extended pentatonic/diatonic melodies, questions/answers, in circle formation, in major/minor, partner songs, and in canon
- ❖ **3.GM.P3.B** performing standard notation, ascending/descending, a pitched accompaniment, a bordun, extended rhythm patterns, appropriate technique, with a conductor
- ❖ **4.GM.P3.A** pitch matching games, sol-la-do-re-mi-sol-la-do patterns, extended pentatonic/diatonic melodies, questions/answers, in circle formation, in

major/minor, in canon, partner songs, and with proper posture/diction/tone/  
breath support/placement

- ❖ **4.GM.P3.B** standard notation, ascending/descending, canon, pitched accompaniment, a chord/broken chord/level bordun, extended rhythm patterns, appropriate technique (mallet technique, tone, etc.), with a conductor in various tempi/dynamics, and a melody
- ❖ **5.GM.P3.A** pitch matching games, extended scales/modes, questions/answers, in circle formation, in major/minor, in canon, partner songs, and with proper posture/diction/tone/breath support/placement/enunciation
- ❖ **5.GM.P3.B** standard notation, ascending/descending, canon, a pitched accompaniment, a chord/broken chord/level bordun, extended rhythm patterns, appropriate technique (mallet technique, tone, etc.), with a teacher/student conductor in various tempi/dynamics, and a melody

Research has shown the benefits of understanding form, especially when it comes to the Create domain. Because of this, Kindergarten places an emphasis on understanding music in the context of a beginning, middle, and end. While it is not necessary for students at this level to understand complex form, it is important for them to understand form in its basic terms.

Lastly, it is important to be aware that these standards are purposefully broad in order to accommodate localized curriculum development. Tennessee is a large and diverse state with many cultures, practices, and values. It is important that every district be given the autonomy to design a curriculum that is authentic to their population.

Artistic Processes	1994 National Standards / TN	New Foundations	Performance Standards
<b>Perform (P)</b>	Sing (1), play (2), read (5)	<ol style="list-style-type: none"> <li>1. Select, analyze, interpret</li> <li>2. Develop and refine</li> <li>3. Convey meaning through presentation</li> </ol>	See grade levels
<b>Create (Cr)</b>	Improvise (3), compose (4)	<ol style="list-style-type: none"> <li>4. Generate and conceptualize</li> <li>5. Organize and develop</li> <li>6. Refine and complete</li> </ol>	
<b>Respond (R)</b>	Listen (6), analyze (7)	<ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work</li> <li>8. Interpret intent and meaning</li> <li>9. Apply criteria to evaluate</li> </ol>	
<b>Connect (Cn)</b>	Connect (8), historical (9)	<ol style="list-style-type: none"> <li>10. Synthesize and relate knowledge and personal experience</li> <li>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</li> </ol>	

## DOMAIN: Perform

### Foundation P1

Select, analyze, and interpret artistic work for performance.

### Standard GM.P1

Grade Level	Standards
K	<b>K.GM.P1.A</b> With guidance, explore and experience music concepts such as pitch, rhythms, vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.
	<b>K.GM.P1.B</b> With guidance, using voices, instruments, or movement, explore and demonstrate awareness of music contrasts* in a variety of music selected for performance.
	<b>K.GM.P1.C</b> With guidance, using voices, instruments, or movement, demonstrate awareness of expressive qualities (such as voice quality, dynamics, or tempo).
1	<b>1.GM.P1.A</b> With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.
	<b>1.GM.P1.B</b> With limited guidance, using voices, instruments, or movement, demonstrate knowledge of music concepts in music from a variety of cultures selected for performance.
	<b>1.GM.P1.C</b> Demonstrate and describe music’s expressive qualities (such as dynamics and tempo).
	<b>1.GM.P1.D</b> When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments, using iconic or standard notation.
2	<b>2.GM.P1.A</b> Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections (such as performing songs and dances from various cultures and historical periods).
	<b>2.GM.P1.B</b> Using voices, instruments, or movement, demonstrate knowledge of music concepts in music from a variety of cultures selected for performance.
	<b>2.GM.P1.C</b> Demonstrate understanding of music’s expressive qualities and how creators use them to convey expressive intent.
	<b>2.GM.P1.D</b> When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments using iconic or standard notation.

3	<b>3.GM.P1.A</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
	<b>3.GM.P1.B</b> Demonstrate understanding of the structure and elements of music (such as rhythm or melodic direction) in music selected for performance.
	<b>3.GM.P1.C</b> Describe how context (such as personal and social) can inform a performance.
	<b>3.GM.P1.D</b> When analyzing selected music, read and perform rhythmic patterns and/or melodic phrases with voice, body percussion, and/or instruments, using iconic or standard notation.
4	<b>4.GM.P1.A</b> Demonstrate (through performance) and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.
	<b>4.GM.P1.B</b> Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.
	<b>4.GM.P1.C</b> Explain how context (such as social and cultural) informs a performance.
	<b>4.GM.P1.D</b> When analyzing selected music, read and perform using standard notation (including treble clef) with voice, body percussion, and/or instruments.
5	<b>5.GM.P1.A</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.
	<b>5.GM.P1.B</b> Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
	<b>5.GM.P1.C</b> Explain how context (such as social, cultural, and historical) informs performances.
	<b>5.GM.P1.D</b> When analyzing selected music, read and perform using standard notation in treble clef with voice, body percussion, and/or instruments.

## DOMAIN: Perform

### Foundation P2

Develop and refine artistic techniques and work for performance.

### Standard GM.P2

Grade Level	Standards
K	<b>K.GM.P2.A</b> With guidance, apply feedback to refine performances.
	<b>K.GM.P2.B</b> With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as voice quality, dynamics, or tempo).
1	<b>1.GM.P2.A</b> With limited guidance, apply feedback to refine performances.
	<b>1.GM.P2.B</b> With limited guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as dynamics, voice quality, and tempo).
2	<b>2.GM.P2.A</b> Apply established criteria to judge student rehearsal and/or performance.
	<b>2.GM.P2.B</b> Rehearse, identify, and apply strategies to address performance challenges.
3	<b>3.GM.P2.A</b> Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of solo/ensemble rehearsals/performances.
	<b>3.GM.P2.A</b> Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.
4	<b>4.GM.P2.A</b> Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of solo/ensemble rehearsals/performances.
	<b>4.GM.P2.B</b> Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.
5	<b>5.GM.P2.A</b> Apply established criteria to judge student rehearsal and/or performance.
	<b>5.GM.P2.B</b> Rehearse to refine technical accuracy and expressive qualities, and address performance challenges, showing improvement.

## DOMAIN: Perform

### Foundation P3

Convey and express meaning through the presentation of artistic work.

### Standard GM.P3

Grade Level	Standards
K	<b>K.GM.P3.A</b> With guidance, sing, alone and with others, with expression*.
	<b>K.GM.P3.B</b> With guidance, using body percussion and/or instruments, perform, alone, and with others, with expression*.
	<b>K.GM.P3.C</b> Perform appropriately for the audience; demonstrate appropriate posture, and evaluate performance etiquette.
	<b>K.GM.P3.D</b> Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.
1	<b>1.GM.P3.A</b> With limited guidance, sing, alone and with others, with expression*.
	<b>1.GM.P3.B</b> With limited guidance, using body percussion or instruments, perform, alone and with others, with expression*.
	<b>1.GM.P3.C</b> Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.
	<b>1.GM.P3.D</b> Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.
2	<b>2.GM.P3.A</b> Sing, alone and with others, with expression and skill*.
	<b>2.GM.P3.B</b> Using body percussion or instruments, perform, alone and with others, with expression and skill*.
	<b>2.GM.P3.C</b> Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.
	<b>2.GM.P3.D</b> Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.
3	<b>3.GM.P3.A</b> Sing, alone and with others, with expression and skill*.
	<b>3.GM.P3.B</b> Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression and skill*.

	<b>3.GM.P3.C</b> : Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.
	<b>3.GM.P3.D</b> Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.
4	<b>4.GM.P3.A</b> Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation*.
	<b>4.GM.P3.B</b> Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation*.
	<b>4.GM.P3.C</b> Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.
	<b>4.GM.P3.D</b> Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.
5	<b>5.GM.P3.A</b> Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation*.
	<b>5.GM.P3.B</b> Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation*.
	<b>5.GM.P3.C</b> Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.
	<b>5.GM.P3.D</b> Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work.	
<b>Standard GM.Cr1</b>	
Grade Level	Standards
K	<b>K.GM.Cr1.A</b> With guidance, explore and experience music concepts such as pitch, short rhythms, different vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.

	<b>K.GM.Cr1.B</b> With guidance, using voices, body percussion, instruments, and movement, improvise musical ideas (rhythmically and non-rhythmically) to accompany songs, poems, stories, or listening examples.
1	<b>1.GM.Cr1.A</b> With limited guidance, explore and improvise musical ideas such as pitch, short rhythms, different vocal or instrumental timbres, musical textures, or movement.
	<b>1.GM.Cr1.B</b> With limited guidance, using voices, body percussion, instruments, and movement, generate musical ideas (such as beat/rhythm patterns, melodies with limited pitches, movement, etc.) to accompany a song, poem, or story.
2	<b>2.GM.Cr1.A</b> Use pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise rhythmic/melodic patterns and movement.
	<b>2.GM.Cr1.B</b> Use body percussion, instruments, movement, singing, and/or vocal timbres to generate musical ideas (such as rhythm patterns, pentatonic melodies, etc.).
3	<b>3.GM.Cr1.A</b> Use pitch and rhythm to improvise vocal, instrumental, and/or movement ideas within a context (such as question and answer phrases or a simple accompaniment/ostinato).
	<b>3.GM.Cr1.B</b> Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using limited note values to generate musical ideas.
4	<b>4.GM.Cr1.A</b> Use pentatonic melodies in major/minor, simple accompaniments, introductions, codas, or question/answer phrases to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).
	<b>4.GM.Cr1.B</b> Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using grade-appropriate note values in binary/ternary form to generate musical ideas within a given tonality, form, and/or rhythmic set.
5	<b>5.GM.Cr1.A</b> Use modal/scale based melodies in major/minor, simple/complex rhythms, and accompaniments to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).
	<b>5.GM.Cr1.B</b> Use parameters such as improvising/composing a 2-4 measure musical idea, a modal/scale-based melody, or an extended rhythm pattern using grade-appropriate note values in various forms to generate musical ideas within a given tonality, form, and/or rhythmic set.

## DOMAIN: Create

### Foundation Cr2

Organize and develop artistic ideas and work.

### Standard GM.Cr2

Grade Level	Standards
K	<b>K.GM.Cr2.A</b> With guidance, using ideas from songs, poems, or stories for performance, demonstrate, choose, and justify favorite musical ideas.
	<b>K.GM.Cr2.B</b> With guidance, using digital media or pictures to notate a short musical idea, organize personal musical ideas using iconic notation and/or recording technology.
1	<b>1.GM.Cr2.A</b> With limited guidance, using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.
	<b>1.GM.Cr2.B</b> With limited guidance, using digital media or pictures to notate a short musical passage, organize personal musical ideas (such as limited pitches, sound/silence, high/low, long/short, etc.).
2	<b>2.GM.Cr2.A</b> Using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.
	<b>2.GM.Cr2.B</b> Use iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such as four beat rhythm/melodic patterns, introduction, coda, etc.).
3	<b>3.GM.Cr2.A</b> Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.
	<b>3.GM.Cr2.B</b> Use iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, introduction, coda, interlude, etc.).
4	<b>4.GM.Cr2.A</b> Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition.
	<b>4.GM.Cr2.B</b> Use notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, simple harmonies, introduction, coda, interlude, etc.).
5	<b>5.GM.Cr2.A</b> Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition.

	<b>5.GM.Cr2.B</b> Use notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, two-chord harmonies, introduction, coda, interlude, etc.).
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<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Standard GM.Cr3</b>	
Grade Level	Standards
<b>K</b>	<b>K.GM.Cr3.A</b> With guidance, using teacher-given vocabulary, apply feedback to refine personal musical ideas.
	<b>K.GM.Cr3.B</b> With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of personal musical ideas.
<b>1</b>	<b>1.GM.Cr3.A</b> With limited guidance, using vocabulary such as voices/instruments, beginning, middle, sequence, and ending, discuss and apply feedback to refine personal musical ideas.
	<b>1.GM.Cr3.B</b> With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of personal musical ideas.
<b>2</b>	<b>2.GM.Cr3.A</b> Interpret and apply feedback, using vocabulary such as voices/instruments, same/different, introduction sequence, and coda, to revise personal music.
	<b>2.GM.Cr3.B</b> Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces.
<b>3</b>	<b>3.GM.Cr3.A</b> Interpret and apply feedback, using vocabulary such as introduction, sequence, interlude, coda, and grade-appropriate musical characteristics, to revise personal music.
	<b>3.GM.Cr3.B</b> Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.
<b>4</b>	<b>4.GM.Cr3.A</b> Interpret and apply collaboratively developed feedback to revise personal music over time, such as a created introduction, sequence, interlude, and/or coda.
	<b>4.GM.Cr3.B</b> Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.

<b>5</b>	<b>5.GM.Cr3.A</b> Interpret and apply collaboratively developed feedback to revise personal music over time, such as the efficacy of a created introduction, sequence, or coda, use of form, two-part composition, or other characteristics of a created piece of music.
	<b>5.GM.Cr3.B</b> Demonstrate a final version of personal musical ideas using created vocal, instrumental, movement, or two-part created pieces through performance.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard GM.R1</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>K</b>	<b>K.GM.R1.A</b> With guidance, list personal interests and experiences explaining musical preference.
<b>1</b>	<b>1.GM.R1.A</b> With limited guidance, identify and explain how personal interests and experience influence musical selection.
	<b>1.GM.R1.B</b> With limited guidance, demonstrate music concepts (such as steady beat or singing voice) in various styles of music.
<b>2</b>	<b>2.GM.R1.A</b> Identify and explain how personal interests and experience influence musical selection; list and explain personal musical interests.
	<b>1.GM.R1.B</b> Describe how specific music concepts are used to support a specific purpose in music; demonstrate and identify how specific musical concepts are used in various styles of music (such as meter and timbre).
<b>3</b>	<b>3.GM.R1.A</b> Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes (such as how music listening is influenced by interests, experience, and context).
	<b>3.GM.R1.B</b> Using movement, manipulatives, and/or pictorial representation, demonstrate and describe how specific music concepts are used to support a specific purpose in music (such as different sections, selected orchestral, band, folk, or ethnic instruments).

	<b>3.GM.R1.C</b> Describe a listening example by using teacher-given characteristics, and describe stylistic characteristics of selected regional, national, or global styles or genres of music through teacher-given parameters (such as by guided questioning, using an element of music, or music vocabulary).
4	<b>4.GM.R1.A</b> Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts (such as how music listening is influenced by interests, etc.).
	<b>4.GM.R1.B</b> Demonstrate and explain how specific music concepts (such as form, timbre, etc.) are used to support a specific purpose in music (such as social and cultural contexts) through various means (such as manipulatives, movement, and/or pictorial representation).
	<b>4.GM.R1.C</b> Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).
5	<b>5.GM.R1.A</b> Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
	<b>5.GM.R1.B</b> Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical) through various means (such as manipulatives, movement, and/or pictorial representation).
	<b>5.GM.R1.C</b> Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).

<b>DOMAIN: Respond</b>	
<b>Foundation R2</b> Interpret intent and meaning in artistic work.	
<b>Standard GM.R2</b>	
Grade Level	Standards
K	<b>K.GM.R2.A</b> With guidance, demonstrate awareness of music concepts (such as same/different sections of music, musical sounds, or simple musical characteristics in a listening selection).

1	<b>1.GM.R2.A</b> With limited guidance, identify expressive qualities or other characteristics of music (such as same/different sections within a simple form, types of voices, or individual instruments and identifying how sound is produced).
2	<b>2.GM.R2.A</b> Demonstrate knowledge of how expressive qualities and music concepts support a musical creation/performance (such as recognizing same/different sections, classroom and/or selected orchestral instruments, or how tempo and dynamics affect the mood of a piece).
3	<b>3.GM.R2.A</b> Demonstrate and describe how music concepts are used by performers to reflect intent (such as describing the mood of a piece of music using descriptive adjectives or demonstrating an understanding of how dynamics and tempo affect the mood of a piece through drawing, writing, or discussing).
4	<b>4.GM.R2.A</b> Demonstrate and explain how music concepts are used by performers to reflect intent (such as comparing how tempo could be used in different arrangements to create a different mood).
5	<b>5.GM.R2.A</b> Demonstrate and explain how music concepts are used by performers to reflect intent (such as instrument selection by a composer/arranger).

<b>DOMAIN: Respond</b>	
<b>Foundation R3</b> Apply criteria to evaluate artistic work.	
<b>Standard GM.R3</b>	
Grade Level	Standards
K	<b>K.GM.R3.A</b> With guidance, apply personal preferences in the evaluation of music, and discuss a musical performance.
1	<b>1.GM.R3.A</b> With limited guidance, apply personal preferences in the evaluation of music; discuss a musical performance using grade-appropriate vocabulary.
2	<b>2.GM.R3.A</b> Apply personal preferences in the evaluation of music; discuss a musical performance using grade-appropriate music vocabulary.
3	<b>3.GM.R3.A</b> Evaluate musical works and performances, applying established criteria; discuss a music selection or performance using grade-appropriate music vocabulary and teacher-given criteria.

4	<b>4.GM.R3.A</b> Evaluate musical works and performances, applying established criteria.
5	<b>5.GM.R3.A</b> Evaluate musical works and performances, applying established criteria, citing evidence from the elements of music; with teacher guidance, create a rubric for evaluating music performances.

<b>DOMAIN: Connect</b>	
<b>Foundation Cn1</b>	
Synthesize and relate knowledge and personal experiences to artistic endeavors.	
<b>Standard GM.Cn1</b>	
Grade Level	Standards
K	<b>K.GM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).
1	<b>1.GM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).
2	<b>2.GM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).
3	<b>3.GM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).
4	<b>4.GM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).
5	<b>5.GM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).

## DOMAIN: Connect

### Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical context.

### Standard GM.Cn2

Grade Level	Standards
K	<b>K.GM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connection between poems and songs through rhyme).
1	<b>1.GM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the relationship between songs and historical events).
2	<b>2.GM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connections between art and music).
3	<b>3.GM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as understanding the science of sound).
4	<b>4.GM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as the connection between fractions and rhythm values).
5	<b>5.GM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as comparing how music is used in various cultures and performing it).

## General Music 6 – 8 | GM

This document represents the collective work of a team of educators from all regions of Tennessee and from all levels of music education, whose fundamental goal is to propose new music standards for the state of Tennessee. The new state standards endeavor to maintain the curricular integrity of music education across the state, build upon traditions of musical excellence established by the previous standards, foster creativity and artistry in all students, and empower music educators to provide a rigorous and relevant music curriculum that fully equips students with the skills, knowledge, and understanding necessary for success in their future musical and non-musical endeavors.

Additionally, the writing team strived to ensure a smooth transition from the 1994 standards to the new state standards. The new Tennessee music standards are intended to mirror, but not replicate, the NCCAS Core Arts Standards. Primarily, the writing team made a purposeful effort to avoid curricular specificity within the new standards, understanding that circumstances differ from campus to campus, and that curriculum should be decided at the local level. Therefore, it is incumbent on the individual teacher to enhance and adjust curriculum to fit the specific needs of his/her instructional situation, while still adhering to the rigor and expectations of the standards.

In addition, while the 1994 standards were structured and applied globally, without regard to content specificity, the new National Core Arts and Tennessee state standards are individualized to address the unique needs of general music, traditional and emerging ensembles, and music theory and history courses. Furthermore, the 1994 standards focused on the varied means in which people participate in or interact with music. In contrast, the new state standards are more specifically geared towards the processes by which people make music, including Creating, Performing, Responding, and Connecting.

Concerning the application of the new state standards, what teachers used to call *standards* are now referred to as *foundations* that fall under the larger umbrella of the *artistic processes*. What the state used to call *grade/course level expectations* and *student performance indicators* are now called *standards*. (See the table below for clarification). Finally, the foundations within each artistic process propose an intended sequence from one standard to the next as a means of developing students' competency with each step of the process.

With specific regard to general music, application of the new standards will enable teachers to make a clearer delineation and differentiation between standards for performing ensembles and general music classes, understanding that, traditionally, students in middle and high school general music class are non-musicians whose life-long participation with music is more geared towards recreational music and are often more fulfilled through Responding and Connecting than Creating or Performing. This is not to say that the new state standards for general music neglect to emphasize Creating and Performing, but to emphasize that these two areas are addressed differently in general music than they are in traditional and emerging ensembles.

Artistic Processes	1994 National Standards / TN	New Foundations	Performance Standards
<b>Perform (P)</b>	Sing (1), play (2), read (5)	<ol style="list-style-type: none"> <li>1. Select, analyze, interpret</li> <li>2. Develop and refine</li> <li>3. Convey meaning through presentation</li> </ol>	See grade levels
<b>Create (Cr)</b>	Improvise (3), compose (4)	<ol style="list-style-type: none"> <li>4. Generate and conceptualize</li> <li>5. Organize and develop</li> <li>6. Refine and complete</li> </ol>	
<b>Respond (R)</b>	Listen (6), analyze (7)	<ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work</li> <li>8. Interpret intent and meaning</li> <li>9. Apply criteria to evaluate</li> </ol>	
<b>Connect (Cn)</b>	Connect (8), historical (9)	<ol style="list-style-type: none"> <li>10. Synthesize and relate knowledge and personal experience</li> <li>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</li> </ol>	

## DOMAIN: Perform

### Foundation P1

Select, analyze, and interpret artistic work for performance.

### Standard GM.P1

Grade Level	Standards
6	<b>6.GM.P1.A</b> Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.
	<b>6.GM.P1.B</b> Explain how understanding the structure and the elements of music are used in music selected for performance.
	<b>6.GM.P1.C</b> Perform a selected piece of music, demonstrating how interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
7	<b>7.GM.P1.A</b> Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.
	<b>7.GM.P1.B</b> Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
	<b>7.GM.P1.C</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.
	<b>7.GM.P1.D</b> Identify how cultural and historical context inform performances and result in different music interpretations.
	<b>7.GM.P1.E</b> Perform contrasting pieces of music demonstrating how interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
8	<b>8.GM.P1.A</b> Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.
	<b>8.GM.P1.B</b> Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
	<b>8.GM.P1.C</b> When analyzing selected music, sight read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

	<b>8.GM.P1.D</b> Identify how cultural and historical context informs performances and results in different music effects.
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<b>DOMAIN: Perform</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for performance.	
<b>Standard GM.P2.</b>	
Grade Level	Standards
6	<b>6.GM.P2.A</b> Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.
7	<b>7.GM.P2.A</b> Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when music is ready to perform.
8	<b>8.GM.P2.A</b> Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when music is ready to perform.

<b>DOMAIN: Perform</b>	
<b>Foundation P3</b> Convey and express meaning through the performance of artistic work.	
<b>Standard GM.P3</b>	
Grade Level	Standards
6	<b>6.GM.P3.A</b> Perform music with technical accuracy to convey the creator's intent.
	<b>6.GM.P3.B</b> Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

7	<b>7.GM.P3.A</b> Perform music with technical accuracy and stylistic expression to convey the creator’s intent.
	<b>7.GM.P3.B</b> Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
8	<b>8.GM.P3.A</b> Perform music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator’s intent.
	<b>8.GM.P3.B</b> Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work.	
<b>Standard GM.Cr1</b>	
<b>Grade Level</b>	<b>Standards</b>
6	<b>6.GM.Cr1.A</b> Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.
7	<b>7.GM.Cr1.A</b> Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.
8	<b>8.GM.Cr1.A</b> Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

## DOMAIN: Create

### Foundation Cr2

Organize and develop artistic ideas and work.

### Standard GM.Cr2

Grade Level	Standards
6	<b>6.GM.Cr2.A</b> Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.
	<b>6.GM.Cr2.B</b> Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.
7	<b>7.GM.Cr2.A</b> Select, organize, develop, and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.
	<b>7.GM.Cr2.B</b> Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.
8	<b>8.GM.Cr2.A</b> Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and balance, and convey expressive intent.

## DOMAIN: Create

### Foundation Cr3

Refine and complete artistic work.

### Standard GM.Cr3

Grade Level	Standards
6	<b>6.GM.Cr3.A</b> Self-evaluate one’s work, applying teacher-provided criteria such as application of selected elements of music and use of sound sources.
	<b>6.GM.Cr3.B</b> Describe the rationale for making revisions to music, based on evaluation criteria and feedback from a teacher.
	<b>6.GM.Cr3.C</b> Present the final version of a documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.
7	<b>7.GM.Cr3.A</b> Self-evaluate one’s work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
	<b>7.GM.Cr3.B</b> Describe the rationale for making revisions to music, based on evaluation criteria and feedback from others (teacher and peers).
	<b>7.GM.Cr3.C</b> Present the final version of a documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety and convey expressive intent.
8	<b>8.GM.Cr3.A</b> Self-evaluate one’s work by selecting and applying criteria, including appropriate application of compositional techniques, style, form, and use of sound sources.
	<b>8.GM.Cr3.B</b> Describe the rationale for refining works by explaining one’s choices, based on evaluation criteria.
	<b>8.GM.Cr3.C</b> Present the final version of a documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

## DOMAIN: Respond

### Foundation R1

Perceive and analyze artistic work.

### Standard GM.R1

Grade Level	Standards
6	<b>6.GM.R1.A</b> Select or choose music to listen to, and explain the connections to specific interests or experiences for a specific purpose.
	<b>6.GM.R1.B</b> Describe how the elements of music and expressive qualities relate to the structure of the pieces.
	<b>6.GM.R1.C</b> Identify the context of music from a variety of genres, cultures, and historical periods.
7	<b>7.GM.R1.A</b> Select or choose contrasting music to listen to, and compare the connections to specific interests or experiences for a specific purpose.
	<b>7.GM.R1.B</b> Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.
	<b>7.GM.R1.C</b> Identify and compare the context of music from a variety of genres, cultures, and historical periods.
8	<b>8.GM.R1.A</b> Select programs of music (such as a CD mix or live performances), and demonstrate the connections to an interest or experience for a specific purpose.
	<b>8.GM.R1.B</b> Compare how the elements of music and expressive qualities relate to the structure within programs of music.
	<b>8.GM.R1.C</b> Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

## DOMAIN: Respond

### Foundation R2

Interpret intent and meaning in artistic work.

### Standard GM.R2

Grade Level	Standards
6	<b>6.GM.R2.A</b> Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.
7	<b>7.GM.R2.A</b> Describe a personal interpretation of contrasting works, and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.
8	<b>8.GM.R2.A</b> Support personal interpretation of contrasting programs of music, and explain how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent.

## DOMAIN: Respond

### Foundation R3

Apply criteria to evaluate artistic work.

### Standard GM.R3

Grade Level	Standards
6	<b>6.GM.R3.A</b> Apply teacher-provided criteria to evaluate musical works or performances.
7	<b>7.GM.R3.A</b> Select from teacher-provided criteria to evaluate musical works or performances.
8	<b>8.GM.R3.A</b> Apply appropriate personally-developed criteria to evaluate musical works or performances.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Standard GM.Cn1

Grade Level	Standards
6	<b>6.GM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
7	<b>7.GM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
8	<b>8.GM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

## DOMAIN: Connect

### Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical context.

### Standard GM.Cn2

Grade Level	Standards
6	<b>6.GM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
7	<b>7.GM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
8	<b>8.GM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## General Music 9 - 12 | GM

This document represents the collective work of a team of educators from all regions of Tennessee and from all levels of music education, whose fundamental goal is to propose new music standards for the state of Tennessee. The new state standards endeavor to maintain the curricular integrity of music education across the state, build upon traditions of musical excellence established by the previous standards, foster creativity and artistry in all students, and empower music educators to provide a rigorous and relevant music curriculum that fully equips students with the skills, knowledge, and understanding necessary for success in their future musical and non-musical endeavors.

Additionally, the writing team strived to ensure a smooth transition from the 1994 standards to the new state standards. The new Tennessee music standards are intended to mirror, but not replicate, the NCCAS Core Arts Standards. Primarily, the writing team made a purposeful effort to avoid curricular specificity within the new standards, understanding that circumstances differ from campus to campus, and that curriculum should be decided at the local level. Therefore, it is incumbent on the individual teacher to enhance and adjust curriculum to fit the specific needs of his/her instructional situation, while still adhering to the rigor and expectations of the standards.

In addition, while the 1994 standards were structured and applied globally, without regard to content specificity, the new National Core Arts and Tennessee state standards are individualized to address the unique needs of general music, traditional and emerging ensembles, and music theory and history courses. Furthermore, the 1994 standards focused on the varied means in which people participate in or interact with music. In contrast, the new state standards are more specifically geared towards the processes by which people make music, including Creating, Performing, Responding, and Connecting.

Concerning the application of the new state standards, what teachers used to call *standards* are now referred to as *foundations* that fall under the larger umbrella of the *artistic processes*. What the state used to call *grade/course level expectations* and *student performance indicators* are now called *standards*. (See the table below for clarification). Finally, the foundations within each artistic process propose an intended sequence from one standard to the next as a means of developing students' competency with each step of the process.

With specific regard to general music, application of the new standards will enable teachers to make a clearer delineation and differentiation between standards for performing ensembles and general music classes, understanding that, traditionally, students in middle and high school general music class are non-musicians whose life-long participation with music is more geared towards recreational music and are often more fulfilled through Responding and Connecting than Creating or Performing. This is not to say that the new state standards for general music neglect to emphasize Creating and Performing, but to emphasize that these two areas are addressed differently in general music than they are in traditional and emerging ensembles.

In addition, while the standards for many of the content areas include grade or level differentiation, this distinction was not applied to 9-12 general music. As of this writing, there is only one fine arts requirement at the high school level, implying that students who are not in performing ensembles typically take one general music class, rendering specified levels invalid. Instead of *HS1*, *HS2*, *HS3*, and *HS4*, this course will be coded as *HS*.

Artistic Processes	1994 National Standards / TN	New Foundations	Performance Standards
<b>Perform (P)</b>	Sing (1), play (2), read (5)	<ol style="list-style-type: none"> <li>1. Select, analyze, interpret</li> <li>2. Develop and refine</li> <li>3. Convey meaning through presentation</li> </ol>	See grade levels
<b>Create (Cr)</b>	Improvise (3), compose (4)	<ol style="list-style-type: none"> <li>4. Generate and conceptualize</li> <li>5. Organize and develop</li> <li>6. Refine and complete</li> </ol>	
<b>Respond (R)</b>	Listen (6), analyze (7)	<ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work</li> <li>8. Interpret intent and meaning</li> <li>9. Apply criteria to evaluate</li> </ol>	
<b>Connect (Cn)</b>	Connect (8), historical (9)	<ol style="list-style-type: none"> <li>10. Synthesize and relate knowledge and personal experience</li> <li>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</li> </ol>	

## DOMAIN: Perform

### Foundation P1

Select, analyze, and interpret artistic work for presentation.

### Standard GM.P1

Grade Level	Standards
HS	<b>HS.GM.P1.A</b> Research sound sources and artistic repertoire using technology and other available resources.
	<b>HS.GM.P1.B</b> Apply criteria to select appropriate repertoire from varied genres, cultures, and styles suitable for presentation.
	<b>HS.GM.P1.C</b> Defend and describe repertoire choices using appropriate musical vocabulary.

## DOMAIN: Perform

### Foundation P2

Develop and refine artistic techniques and work for presentation.

### Standard GM.P2

Grade Level	Standards
HS	<b>HS.GM.P2.A</b> Interpret standard or non-traditional music notation and expressive elements to convey artistic ideas.
	<b>HS.GM.P2.B</b> Develop and apply appropriate rehearsal strategies to identify and discuss areas of needed improvement.
	<b>HS.GM.P2.C</b> Refine artistic works through focused listening and application of established criteria.

## DOMAIN: Perform

### Foundation P3

Convey and express meaning through the performance of artistic work.

### Standard GM.P3

Grade Level	Standards
HS	<b>HS.GM.P3.A</b> Employ appropriate performance techniques and/or practice to present artistic works using varied sound sources.
	<b>HS.GM.P3.B</b> Apply appropriate expressive elements to convey meaning of artistic works.
	<b>HS.GM.P3.C</b> Defend artistic choices using appropriate musical vocabulary.
	<b>HS.GM.P3.D</b> Demonstrate suitable performance and audience etiquette in multiple venues or performance contexts.

## DOMAIN: Create

### Foundation Cr1

Generate and conceptualize artistic ideas and work.

### Standard GM.Cr1

Grade Level	Standards
HS	<b>HS.GM.Cr1.A</b> Describe, demonstrate, and document short musical ideas that represent personal experiences, moods, texts, visual images, and/or story lines.

<b>DOMAIN: Create</b>	
<b>Foundation Cr2</b> Organize and develop artistic ideas and work.	
<b>Standard GM.Cr2</b>	
Grade Level	Standards
<b>HS</b>	<b>HS.GM.Cr2.A</b> Assemble and organize sounds or musical ideas to express selected experiences, moods, images, concepts, texts, storylines, or ideas.
	<b>HS.GM.Cr2.B</b> Develop ideas or concepts into student-generated works that demonstrate musical structure and expressive elements.

<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Standard GM.Cr3</b>	
Grade Level	Standards
<b>HS</b>	<b>HS.GM.Cr3.A</b> Evaluate evolving drafts of student-generated works by selecting and applying criteria and describing rationale for revisions.
	<b>HS.GM.Cr3.B</b> Enhance artistic works using technology or other suitable resources.
	<b>HS.GM.Cr3.C</b> Present and defend the final version of student-generated works.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard GM.R1</b>	
Grade Level	Standards
<b>HS</b>	<b>HS.GM.R1.A</b> Identify and describe the elements of music in visual and aural examples using appropriate vocabulary.
	<b>HS.GM.R1.B</b> Use suitable terminology and concepts to compare and contrast music from various historical periods, styles, and cultures within the appropriate context.

<b>DOMAIN: Respond</b>	
<b>Foundation R2</b> Interpret intent and meaning in artistic work.	
<b>Standard GM.R2</b>	
Grade Level	Standards
<b>HS</b>	<b>HS.GM.R2.A</b> Use appropriate musical vocabulary and terminology to interpret and describe artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of elements of music, context, and historical significance.
	<b>HS.GM.R2.B</b> Examine the historical and cultural development of masterworks within various genres of American traditional and classical music, including the music of Tennessee.

## DOMAIN: Respond

### Foundation R3

Apply criteria to evaluate artistic work.

### Standard GM.R3

Grade Level	Standards
HS	<b>HS.GM.R3.A</b> Apply appropriate criteria to evaluate varied musical works and performances.
	<b>HS.GM.R3.B</b> Identify and justify musical preferences using appropriate terminology, context, student opinion, and personal research gathered from varied sources.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Standard GM.Cn1

Grade Level	Standards
HS	<b>HS.GM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

## DOMAIN: Connect

### Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical context.

### Standard GM.Cn2

Grade Level	Standards
HS	<b>HS.GM.Cn2.A</b> Demonstrate understanding of relationships between music and other disciplines, history, culture, and daily life.

## **Instrumental Music 6-8 | IM**

For Instrumental Music 6-8, the major work of the discipline falls within the Perform domain. Concepts covered in the Create, Connect, and Respond domains are accessible only after students are thoroughly versed in the fundamental skills necessary to perform on an instrument. Standards are specifically adapted towards the artistic processes by which people make music: Performing, Creating, Responding, and Connecting. The foundations within each artistic process propose an intended sequence of scaffolding skill levels as a means of developing students' competency.

Literacy in the instrumental music classroom is being able to read, write, and perform music. Just as the study of various languages promotes overall literacy, reading and writing musical notation, expressive markings, and harmonic structure unlocks new patterns of thought, exploring the analytical, mathematical, and linguistic centers of the mind. Musical literacy is decoding at its best. The language of music encompasses the senses of touch, sight, and hearing. These processes demand the student to balance their physical and intellectual actions and personal discipline in ways not explored in other academic areas.

The activity of instrumental music provides students opportunities for high and varied levels of critical thinking. Students of instrumental music develop a second written language and artistically-enhanced physical skills. They learn to work independently and within groups, as critical thinkers, problem solvers, and contributing members of a larger unit. Problem solving in the instrumental classroom is immediate and continuous as the music is being produced. Creative decision making, individually and in groups, results in final artistic products. Instrumental music instruction cultivates an individual who is capable of multi-tasking, managing time, working alone, and collaborating with others.

Artistic Processes	1994 National Standards / TN	New Foundations	Performance Standards
<b>Perform (P)</b>	Sing (1), play (2), read (5)	<ol style="list-style-type: none"> <li>1. Select, analyze, interpret</li> <li>2. Develop and refine</li> <li>3. Convey meaning through presentation</li> </ol>	See grade levels
<b>Create (Cr)</b>	Improvise (3), compose (4)	<ol style="list-style-type: none"> <li>4. Generate and conceptualize</li> <li>5. Organize and develop</li> <li>6. Refine and complete</li> </ol>	
<b>Respond (R)</b>	Listen (6), analyze (7)	<ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work</li> <li>8. Interpret intent and meaning</li> <li>9. Apply criteria to evaluate</li> </ol>	
<b>Connect (Cn)</b>	Connect (8), historical (9)	<ol style="list-style-type: none"> <li>10. Synthesize and relate knowledge and personal experience</li> <li>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</li> </ol>	

## DOMAIN: Perform

### Foundation P1

Select, analyze, and interpret artistic work for presentation.

### Standard IM.P1

Grade Level	Standards
6	<b>6.IM.P1.A</b> Select a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. For example: select examples to be played in front of a class of peers.
	<b>6.IM.P1.B</b> Demonstrate, using music reading skills, how knowledge of formal aspects in musical works informs performances. For example: identify and perform basic elements related to musical events such as tempo, dynamics, orchestration, and modulation.
	<b>6.IM.P1.C</b> Identify expressive qualities in a varied repertoire of music that can be demonstrated through performances.
7	<b>7.IM.P1.A</b> Select a varied repertoire to study, based on music reading skills and an understanding of form, context, and the technical skill of the individual and ensemble. For example: select samples, with teacher guidance, for solo or chamber ensemble performance.
	<b>7.IM.P1.B</b> Demonstrate, using music-reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances. For example: identify, describe, and perform specific events in a musical example.
	<b>7.IM.P1.C</b> Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.
8	<b>8.IM.P1.A</b> Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. For example: select examples, with teacher guidance, for solo or chamber ensemble performance. Explain the process used.
	<b>8.IM.P1.B</b> Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. For example: compare, contrast, and perform musical events in a given musical example.
	<b>8.IM.P1.C</b> Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.

## DOMAIN: Perform

### Foundation P2

Develop and refine artistic techniques and work for presentation.

### Standard IM.P2

Grade Level	Standards
6	<b>6.IM.P2.A</b> Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, and perform basic rhythms and pitches. Use a system, such as syllables, numbers, or letters, to read simple pitches and rhythms.
	<b>6.IM.P2.B</b> Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: demonstrate proper instrument care and maintenance. Produce a fundamental tone and standard articulations and/or bowing. Demonstrate correct posture, breath control, hand position, and instrument carriage. Perform at least two percussion rudiments and/or major scales.
	<b>6.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: demonstrate an understanding of basic elements associated with successful sight-reading.
	<b>6.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify basic practice tools such as tempo control, isolation, and segmentation.
7	<b>7.IM.P2.A</b> Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform basic rhythms and pitches. Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.
	<b>7.IM.P2.B</b> Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: produce a fundamental tone throughout the range of the instrument. Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking. Perform at least five percussion rudiments, five major scales, and a chromatic scale.
	<b>7.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: apply basic elements associated with successful sight-reading.

	<b>7.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify and apply basic practice tools.
<b>8</b>	<b>8.IM.P2.A</b> Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform selected TBA Grade II rhythms and pitches. Use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.
	<b>8.IM.P2.B</b> Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. Produce a characteristic tone. Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. Perform at least eight percussion rudiments, 8 major scales, and a chromatic scale.
	<b>8.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: apply basic elements associated with successful sight-reading using a variety of meters and tempi.
	<b>8.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify, refine, and apply basic practice tools.

<b>DOMAIN: Perform</b>	
<b>Foundation P3</b>	
Convey and express meaning through the performance of artistic work.	
<b>Standard IM.P3</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.IM.P3.A</b> Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music. For example: identify and demonstrate an understanding of selected dynamic and tempo markings.
	<b>6.IM.P3.B</b> Demonstrate an awareness of the context of music through prepared and/or improvised performances.

7	<b>7.IM.P3.A</b> Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures and styles. For example: identify and demonstrate an understanding of selected elements of style.
	<b>7.IM.P3.B</b> Demonstrate an understanding of the context of music through prepared and/or improvised performances.
8	<b>8.IM.P3.A</b> Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. For example: demonstrate an understanding of the concept of phrase shaping.
	<b>8.IM.P3.B</b> Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b>	
Generate and conceptualize artistic ideas and work.	
<b>Standard IM.Cr1</b>	
<b>Grade Level</b>	<b>Standards</b>
6	<b>6.IM.Cr1.A</b> Compose and/or improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s). For example: describe the fundamental concepts of improvisation. Create a variation of a simple rhythmic pattern. Improvise a solo over a given chord (using one or more pitches). Understand individual instrument transposition (concert pitch versus actual pitch).
7	<b>7.IM.Cr1.A</b> Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s). For example: apply the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches. Create a variation of a simple melody of no more than three pitches. Improvise a solo over a given chord (using three pitches). Produce a written transcription for a specified instrument using an example in concert pitch.

<b>8</b>	<p><b>8.IM.Cr1.A</b> Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods. For example: apply the fundamental concepts of improvisation using a simple melody. Create a variation of a simple melody with a minimum of five pitches and varying rhythms. Improvise a solo over a given chord progression. Create a simple harmonization under a given melody.</p>
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<b>DOMAIN: Create</b>	
<b>Foundation Cr2</b> Organize and develop artistic ideas and work.	
<b>Standard IM.Cr2</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<p><b>6.IM.Cr2.A</b> Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: create, select, and refine the final two measures for a four-measure melody within specified guidelines.</p>
	<p><b>6.IM.Cr2.B</b> Preserve draft compositions and improvisations through standard notation and/or recording technology.</p>
<b>7</b>	<p><b>7.IM.Cr2.A</b> Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: create, select, and refine a four-measure melody within specified guidelines.</p>
	<p><b>7.IM.Cr2.B</b> Preserve draft compositions and/or improvisations through standard notation and/or recording technology.</p>
<b>8</b>	<p><b>8.IM.Cr2.A</b> Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods. For example: create, select, and refine a melody using a variety of pitches and rhythms.</p>
	<p><b>8.IM.Cr2.B</b> Preserve draft compositions and/or improvisations through musical notation and/or recording technology.</p>

## DOMAIN: Create

### Foundation Cr3

Refine and complete artistic work.

### Standard IM.Cr3

Grade Level	Standards
6	<b>6.IM.Cr3.A</b> Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and teacher-provided criteria.
	<b>6.IM.Cr3.B</b> Share personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.
7	<b>7.IM.Cr3.A</b> Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed criteria.
	<b>7.IM.Cr3.B</b> Share personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.
8	<b>8.IM.Cr3.A</b> Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria.
	<b>8.IM.Cr3.B</b> Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.

## DOMAIN: Respond

### Foundation R1

Perceive and analyze artistic work.

### Standard IM.R1

Grade Level	Standards
6	<b>6.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.
	<b>6.IM.R1.B</b> Through visual and aural examples, analyze how context and musical elements inform student response to music.

7	<b>7.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.
	<b>7.IM.R1.B</b> Through visual and aural examples, analyze how context and musical elements inform student response to music.
8	<b>8.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher provided sources.
	<b>8.IM.R1.B</b> Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.

<b>DOMAIN: Respond</b>	
<b>Foundation R2</b> Interpret intent and meaning in artistic work.	
<b>Standard IM.R2</b>	
<b>Grade Level</b>	<b>Standards</b>
6	<b>6.IM.R2.A</b> Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.
7	<b>7.IM.R2.A</b> Identify and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.
8	<b>8.IM.R2.A</b> Explain and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.

## DOMAIN: Respond

### Foundation R3

Apply criteria to evaluate artistic work.

### Standard IM.R3

Grade Level	Standards
6	<b>6.IM.R3.A</b> Describe the influence of experiences, performances, context, and analysis on the artistic process.
7	<b>7.IM.R3.A</b> Describe and evaluate the influence of experiences, performances, context, and analysis on the artistic process.
8	<b>8.IM.R3.A</b> Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Standard IM.Cn1

Grade Level	Standards
6	<b>6.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
7	<b>7.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
8	<b>8.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

## DOMAIN: Connect

### Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical context.

### Standard IM.Cn2

Grade Level	Standards
6	<b>6.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
7	<b>7.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
8	<b>8.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## **Instrumental Music 9-12 | IM**

For Instrumental Music 9-12, the major work of the discipline falls within the Perform domain. Concepts covered in the Create, Connect, and Respond domains are accessible only after students are thoroughly versed in the fundamental skills necessary to perform on an instrument. Standards are specifically adapted towards the artistic processes by which people make music: Performing, Creating, Responding, and Connecting. The foundations within each artistic process propose an intended sequence of scaffolding skill levels as a means of developing students' competency.

Literacy in the instrumental music classroom is being able to read, write, and perform music. Just as the study of various languages promotes overall literacy, reading and writing musical notation, expressive markings, and harmonic structure unlocks new patterns of thought, exploring the analytical, mathematical, and linguistic centers of the mind. Musical literacy is decoding at its best. The language of music encompasses the senses of touch, sight, and hearing. These processes demand the student to balance their physical and intellectual actions and personal discipline in ways not explored in other academic areas.

The activity of instrumental music provides students opportunities for high and varied levels of critical thinking. Students of instrumental music develop a second written language and artistically-enhanced physical skills. They learn to work independently and within groups, as critical thinkers, problem solvers, and contributing members of a larger unit. Problem solving in the instrumental classroom is immediate and continuous as the music is being produced. Creative decision making, individually and in groups, results in final artistic products. Instrumental music instruction cultivates an individual who is capable of multi-tasking, managing time, working alone, and collaborating with others.

Finally, there is not an intentional pairing of grade level with ability level or mastery level. It is expected that some grade 11 or 12 students may be first-year ensemble members and/or at a musical level of HS1 or HS2; and an inverse situation may exist wherein a grade 9 student may be at a HS2 or HS3 level as a musician. Therefore, the standards are written for flexible application in high school choral and instrumental ensembles, wherein assigning musical or developmental level is at the discretion of the individual teacher.

Artistic Processes	1994 National Standards / TN	New Foundations	Performance Standards
<b>Perform (P)</b>	Sing (1), play (2), read (5)	<ol style="list-style-type: none"> <li>1. Select, analyze, interpret</li> <li>2. Develop and refine</li> <li>3. Convey meaning through presentation</li> </ol>	See grade levels
<b>Create (Cr)</b>	Improvise (3), compose (4)	<ol style="list-style-type: none"> <li>4. Generate and conceptualize</li> <li>5. Organize and develop</li> <li>6. Refine and complete</li> </ol>	
<b>Respond (R)</b>	Listen (6), analyze (7)	<ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work</li> <li>8. Interpret intent and meaning</li> <li>9. Apply criteria to evaluate</li> </ol>	
<b>Connect (Cn)</b>	Connect (8), historical (9)	<ol style="list-style-type: none"> <li>10. Synthesize and relate knowledge and personal experience</li> <li>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</li> </ol>	

## DOMAIN: Perform

### Foundation P1

Select, analyze, and interpret artistic work for presentation.

### Standard IM.P1

Grade Level	Standards
HS1	<b>HS1.IM.P1.A</b> Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
	<b>HS1.IM.P1.B</b> Demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.
	<b>HS1.IM.P1.C</b> Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.
HS2	<b>HS2.IM.P1.A</b> Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
	<b>HS2.IM.P1.B</b> Document and demonstrate, using music reading skills, how compositional devices, theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.
	<b>HS2.IM.P1.C</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.
HS3	<b>HS3.IM.P1.A</b> Develop and apply criteria to select varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
	<b>HS3.IM.P1.B.</b> Examine, evaluate, and critique, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances.

	<b>HS3.IM.P1.C</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience.
HS4	<b>HS4.IM.P1.A</b> Develop and apply criteria to select varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
	<b>HS4.IM.P1.B</b> Examine, evaluate, and critique, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances.
	<b>HS4.IM.P1.C</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience.

<b>DOMAIN: Perform</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for presentation.	
<b>Standard IM.P2</b>	
<b>Grade Level</b>	<b>Standards</b>
HS1	<b>HS1.IM.P2.A</b> Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade V music using correct pitches, meters, and rhythms.
	<b>HS1.IM.P2.B</b> Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.

	<p><b>HS1.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p>
	<p><b>HS1.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine success using feedback from teachers, ensemble peers, professional recordings, and other sources.</p>
<p style="text-align: center;">HS2</p>	<p><b>HS2.IM.P2.A</b> Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade IV music using correct pitches, meters, and rhythms.</p>
	<p><b>HS2.IM.P2.B</b> Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.</p>
	<p><b>HS2.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level IV. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p>
	<p><b>HS2.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources.</p>
<p style="text-align: center;">HS3</p>	<p><b>HS3.IM.P2.A</b> Demonstrate the ability to read and/or notate music, individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade V music using correct pitches, meters, and rhythms.</p>
	<p><b>HS3.IM.P2.B</b> Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.</p>

	<p><b>HS3.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p>
	<p><b>HS3.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources.</p>
<h1>HS4</h1>	<p><b>HS4.IM.P2.A</b> Demonstrate the ability to read and/or notate music, individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade VI music using correct pitches, meters, and rhythms.</p>
	<p><b>HS4.IM.P2.B</b> Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments from memory.</p>
	<p><b>HS4.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music at UIL Level VI. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p>
	<p><b>HS4.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources.</p>

## DOMAIN: Perform

### Foundation P3

Convey and express meaning through the performance of artistic work.

### Standard IM.P3

Grade Level	Standards
HS1	<b>HS1.IM.P3.A</b> Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
	<b>HS1.IM.P3.B</b> Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.
HS2	<b>HS2.IM.P3.A</b> Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
	<b>HS2.IM.P3.B</b> Demonstrate an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances.
HS3	<b>HS3.IM.P3.A</b> Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
	<b>HS3.IM.P3.B</b> Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances.
HS4	<b>HS4.IM.P3.A</b> Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
	<b>HS4.IM.P3.B</b> Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances.

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work	
<b>Standard IM.Cr1</b>	
Grade Level	Standards
HS1	<b>HS1.IM.Cr1.A</b> Compose and/or improvise ideas for melodies, rhythmic passages, arrangements, or over a chordal structure for specific purposes that reflect characteristic(s) of music from a variety of historical periods.
HS2	<b>HS2.IM.Cr1.A</b> Compose and/or improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures.
HS3	<b>HS3.IM.Cr1.A</b> Compose and/or improvise music ideas for a variety of purposes and contexts.
HS4	<b>HS4.IM.Cr1.A</b> Compose and/or improvise music ideas for a variety of purposes and contexts.

<b>DOMAIN: Create</b>	
<b>Foundation Cr2</b> Organize and develop artistic ideas and work.	
<b>Standard IM.Cr2</b>	
Grade Level	Standards
HS1	<b>HS1.IM.Cr2.A</b> Select and develop melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
	<b>HS1.IM.Cr2.B</b> Describe and document compositions and/or improvisations through standard notation and recording technology.
HS2	<b>HS2.IM.Cr2.A</b> Select and develop chordal structures, arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.

	<b>HS2.IM.Cr2.B</b> Describe and document compositions and/or improvisations through standard notation and/or recording technology.
HS3	<b>HS3.IM.Cr2.A</b> Select and develop composed and improvised ideas into musical works organized for a variety of purposes and contexts.
	<b>HS3.IM.Cr2.B</b> Describe and document compositions and/or improvisations through standard notation and/or recording technology.
HS4	<b>HS4.IM.Cr2.A</b> Select and develop composed and/or improvised ideas into musical works organized for a variety of purposes and contexts.
	<b>HS4.IM.Cr2.B</b> Describe and document compositions and/or improvisations through standard notation and/or recording technology.

<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Standard IM.Cr3</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.IM.Cr3.A</b> Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
	<b>HS1.IM.Cr3.B</b> Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, which address identified purposes.
<b>HS2</b>	<b>HS2.IM.Cr3.A</b> Evaluate and refine melodies, rhythmic passages, chordal structures, arrangements, sections, short compositions, and/or improvisations based on personally developed criteria, including the extent to which they address identified purposes.
	<b>HS2.IM.Cr3.B</b> Share personally developed chordal structures, arrangements, sections, and short compositions, individually or as an ensemble, which address identified purposes.
<b>HS3</b>	<b>HS3.IM.Cr3.A</b> Evaluate and refine varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

	<b>HS3.IM.Cr3.B</b> Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts.
HS4	<b>HS4.IM.Cr3.A</b> Evaluate and refine varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
	<b>HS4.IM.Cr3.B</b> Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard IM.R1</b>	
<b>Grade Level</b>	<b>Standards</b>
HS1	<b>HS1.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.
	<b>HS1.IM.R1.B</b> Analyze and explain how context and the manipulation of musical elements influence response to music.
HS2	<b>HS2.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.
	<b>HS2.IM.R1.B</b> Analyze and explain how context and the manipulation of musical elements influence response to music.
HS3	<b>HS3.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.
	<b>HS3.IM.R1.B</b> Analyze and explain how context and the manipulation of musical elements influence response to music.
HS4	<b>HS4.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.
	<b>HS4.IM.R1.B</b> Analyze and explain how context and the manipulation of musical elements influence response to music.

## DOMAIN: Respond

### Foundation R2

Interpret intent and meaning in artistic work.

### Standard IM.R2

Grade Level	Standards
HS1	<b>HS1.IM.R2.A</b> Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and personal research.
HS2	<b>HS2.IM.R2.A</b> Support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and varied research sources.
HS3	<b>HS3.IM.R2.A</b> Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
HS4	<b>HS4.IM.R2.A</b> Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

## DOMAIN: Respond

### Foundation R3

Apply criteria to evaluate artistic work.

### Standard IM.R3

Grade Level	Standards
HS1	<b>HS1.IM.R3.A</b> Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
HS2	<b>HS2.IM.R3.A</b> Evaluate works and performances based research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.

<b>HS3</b>	<b>HS3.IM.R3.A</b> Develop and justify evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.
<b>HS4</b>	<b>HS4.IM.R3.A</b> Develop and justify evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.

<b>DOMAIN: Connect</b>	
<b>Foundation Cn1</b>	
Synthesize and relate knowledge and personal experiences to artistic endeavors.	
<b>Standard IM.Cn1</b>	
Grade Level	Standards
<b>HS1</b>	<b>HS1.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
<b>HS2</b>	<b>HS2.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
<b>HS3</b>	<b>HS3.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
<b>HS4</b>	<b>HS4.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

## DOMAIN: Connect

### Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical context.

### Standard IM.Cn2

Grade Level	Standards
HS1	<b>HS1.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
HS2	<b>HS2.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
HS3	<b>HS3.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
HS4	<b>HS4.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## Vocal Music 6-8 | VM

For Vocal Music 6-8, the major work of the discipline falls within the Perform domain. Concepts covered in the Create, Connect, and Respond domains are accessible only after students are thoroughly versed in the fundamental skills necessary to perform on an instrument. Standards are specifically adapted towards the artistic processes by which people make music: Performing, Creating, Responding, and Connecting. The foundations within each artistic process propose an intended sequence of scaffolding skill levels as a means of developing students' competency.

Literacy in the vocal music classroom is being able to read, write, and perform music. Just as the study of various languages promotes overall literacy, reading and writing musical notation, expressive markings, and harmonic structure unlocks new patterns of thought, exploring the analytical, mathematical, and linguistic centers of the mind. Musical literacy is decoding at its best. The language of music encompasses the senses of touch, sight, and hearing. These processes demand the student to balance their physical and intellectual actions and personal discipline in ways not explored in other academic areas.

The activity of vocal music provides students opportunities for high and varied levels of critical thinking. Students of vocal music develop a second written language and artistically-enhanced physical skills. They learn to work independently and within groups, as critical thinkers, problem solvers, and contributing members of a larger unit. Problem solving in the vocal classroom is immediate and continuous as the music is being produced. Creative decision making, individually and in groups, results in final artistic products. Vocal music instruction cultivates an individual who is capable of multi-tasking, managing time, working alone, and collaborating with others.

Artistic Processes	1994 National Standards / TN	New Foundations	Performance Standards
<b>Perform (P)</b>	Sing (1), play (2), read (5)	<ol style="list-style-type: none"> <li>1. Select, analyze, interpret</li> <li>2. Develop and refine</li> <li>3. Convey meaning through presentation</li> </ol>	See grade levels
<b>Create (Cr)</b>	Improvise (3), compose (4)	<ol style="list-style-type: none"> <li>4. Generate and conceptualize</li> <li>5. Organize and develop</li> <li>6. Refine and complete</li> </ol>	
<b>Respond (R)</b>	Listen (6), analyze (7)	<ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work</li> <li>8. Interpret intent and meaning</li> <li>9. Apply criteria to evaluate</li> </ol>	
<b>Connect (Cn)</b>	Connect (8), historical (9)	<ol style="list-style-type: none"> <li>10. Synthesize and relate knowledge and personal experience</li> <li>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</li> </ol>	

## DOMAIN: Perform

### Foundation P1

Select, analyze, and interpret artistic work for presentation.

### Standard VM.P1

Grade Level	Standards
6	<b>6.VM.P1.A</b> Select varied repertoire to study, based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble.
	<b>6.VM.P1.B</b> Use music reading skills to demonstrate how knowledge of compositional devices in musical works informs prepared and/or improvised performances.
	<b>6.VM.P1.C</b> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and/or improvised performances.
7	<b>7.VM.P1.A</b> Select a varied repertoire to study, based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble.
	<b>7.VM.P1.B</b> Use music reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or improvised performances.
	<b>7.VM.P1.C</b> Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
8	<b>8.VM.P1.A</b> Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
	<b>8.VM.P1.B</b> Use music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.
	<b>8.VM.P1.C</b> Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.

## DOMAIN: Perform

### Foundation P2

Develop and refine artistic techniques and work for presentation.

### Standard VM.P2

Grade Level	Standards
6	<b>6.VM.P2.A</b> Demonstrate the ability to read and notate music individually and/or in ensemble settings.
	<b>6.VM.P2.B</b> Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: <ul style="list-style-type: none"> <li>• Posture</li> <li>• Breath management</li> <li>• Tone production with freedom, resonance, control, and energy</li> <li>• Pitch matching, accuracy, and intonation</li> <li>• Balance and blend</li> <li>• Sense of ensemble</li> </ul>
	<b>6.VM.P2.C</b> Demonstrate technical accuracy through appropriate use of: <ul style="list-style-type: none"> <li>• Tonal center/key relations</li> <li>• Scale construction</li> <li>• Rhythm work including pulse, note, and rest values</li> <li>• Range development</li> <li>• Diction, pronunciation, and vowel formation</li> <li>• Expressive elements including dynamics, phrasing, and stylistic characteristics</li> </ul>
	<b>6.VM.P2.D</b> Use self-reflection and peer feedback to refine individual and ensemble performance of a varied repertoire of music.
7	<b>7.VM.P2.A</b> Demonstrate the ability to read and notate music individually and/or in ensemble settings.
	<b>7.VM.P2.B</b> Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: <ul style="list-style-type: none"> <li>• Posture</li> <li>• Breath management</li> <li>• Tone production with freedom, resonance, control, and energy</li> <li>• Pitch matching, accuracy, and intonation</li> <li>• Balance and blend</li> <li>• Sense of ensemble</li> </ul>

	<p><b>7.VM.P2.C</b> Demonstrate technical accuracy through appropriate use of:</p> <ul style="list-style-type: none"> <li>• Tonal center/key relations</li> <li>• Scale construction</li> <li>• Rhythm work including pulse, note, and rest values</li> <li>• Range development</li> <li>• Diction, pronunciation, and vowel formation</li> <li>• Expressive elements including dynamics, phrasing, and stylistic characteristics</li> </ul>
	<p><b>7.VM.P2.D</b> Use self-reflection and peer feedback to refine individual and ensemble performance of a varied repertoire of music.</p>
8	<p><b>8.VM.P2.A</b> Demonstrate the ability to read and notate music individually and/or in ensemble settings.</p>
	<p><b>8.VM.P2.B</b> Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Breath management</li> <li>• Tone production with freedom, resonance, control, and energy</li> <li>• Pitch matching, accuracy, and intonation</li> <li>• Balance and blend</li> <li>• Sense of ensemble</li> </ul>
	<p><b>8.VM.P2.C</b> Demonstrate technical accuracy through appropriate use of:</p> <ul style="list-style-type: none"> <li>• Tonal center/key relations</li> <li>• Scale construction</li> <li>• Rhythm work including pulse, note, and rest values</li> <li>• Range development</li> <li>• Diction, pronunciation, and vowel formation</li> <li>• Expressive elements including dynamics, phrasing, and stylistic characteristics</li> </ul>
	<p><b>8.VM.P2.D</b> Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p>

## DOMAIN: Perform

### Foundation P3

Convey and express meaning through the performance of artistic work.

### Standard VM.P3

Grade Level	Standards
6	<b>6.VM.P3.A</b> Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
	<b>6.VM.P3.B</b> Perform music with technical accuracy to demonstrate the creator's intent.
	<b>6.VM.P3.C</b> Demonstrate performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.
7	<b>7.VM.P3.A</b> Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
	<b>7.VM.P3.B</b> Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.
	<b>7.VM.P3.C</b> Demonstrate performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.
8	<b>8.VM.P3.A</b> Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
	<b>8.VM.P3.B</b> Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.
	<b>8.VM.P3.C</b> Demonstrate performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.

## DOMAIN: Create

### Foundation Cr1

Generate and conceptualize artistic ideas and work.

### Standard VM.Cr1

Grade Level	Standards
6	<b>6.VM.Cr1.A.</b> Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.
7	<b>7.VM.Cr1.A</b> Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.
8	<b>8.VM.Cr1.A</b> Compose and improvise melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.

## DOMAIN: Create

### Foundation Cr2

Organize and develop artistic ideas and work.

### Standard VM.Cr2

Grade Level	Standards
6	<b>6.VM.Cr2.A</b> Select, draft, and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.
	<b>6.VM.Cr2.B</b> Document compositions and/or improvisations through notation and/or recording.
7	<b>7.VM.Cr2.A</b> Select, draft, and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.
	<b>7.VM.Cr2.B.</b> Document compositions and/or improvisations through notation and/or recording.

<b>8</b>	<b>8.VM.Cr2.A</b> Select, draft, and develop melodic and rhythmic ideas or motives for use in an arrangement that demonstrate understanding of characteristics of music or text studied in rehearsal.
	<b>8.VM.Cr2.B</b> Document compositions and/or improvisations for use in an arrangement through notation and/or recording.

<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Standard VM.Cr3</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>6</b>	<b>6.VM.Cr3.A</b> Evaluate and refine compositions and/or improvisations based on teacher-provided criteria.
	<b>6.VM.Cr3.B</b> Present finalized composition and/or improvisation individually or as an ensemble.
<b>7</b>	<b>7.VM.Cr3.A</b> Evaluate and refine compositions and/or improvisations based on teacher-provided criteria.
	<b>7.VM.Cr3.B</b> Present finalized composition and/or improvisation individually or as an ensemble.
<b>8</b>	<b>8.VM.Cr3.A</b> Evaluate and refine compositions and/or improvisations for use in an arrangement based on collaboratively-developed criteria.
	<b>8.VM.Cr3.B</b> Present finalized composition and/or improvisation individually or as an ensemble.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard VM.R1</b>	
Grade Level	Standards
<b>6</b>	<b>6.VM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.
	<b>6.VM.R1.B</b> Through written and aural examples, analyze how context and musical elements inform student response to music.
<b>7</b>	<b>7.VM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.
	<b>7.VM.R1.B</b> Through visual and aural examples, analyze how context and musical elements inform student response to music.
<b>8</b>	<b>8.VM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.
	<b>8.VM.R1.B</b> Through visual and aural examples, analyze and explain how context and manipulation of musical elements influence response to music.

<b>DOMAIN: Respond</b>	
<b>Foundation R2</b> Interpret intent and meaning in artistic work.	
<b>Standard VM.R2</b>	
Grade Level	Standards
<b>6</b>	<b>6.VM.R2.A</b> Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and the setting of the text.
<b>7</b>	<b>7.VM.R2.A</b> Interpret the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment to the elements of music, contexts, historical significance, and the setting of the text.

<b>8</b>	<b>8.VM.R2.A</b> Interpret and justify the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of elements of music, contexts, historical significance, and the setting of the text.
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<b>DOMAIN: Respond</b>	
<b>Foundation R3</b> Apply criteria to evaluate artistic work.	
<b>Standard VM.R3</b>	
Grade Level	Standards
<b>6</b>	<b>6.VM.R3.A</b> Describe the influence of experiences, performances, context, and analysis on the artistic process.
<b>7</b>	<b>7.VM.R3.A</b> Describe and evaluate the influence of experiences, performances, context, and analysis on the artistic process.
<b>8</b>	<b>8.VM.R3.A</b> Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.

<b>DOMAIN: Connect</b>	
<b>Foundation Cn1</b> Synthesize and relate knowledge and personal experiences to artistic endeavors.	
<b>Standard VM.Cn1</b>	
Grade Level	Standards
<b>6</b>	<b>6.VM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
<b>7</b>	<b>7.VM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

<b>8</b>	<b>8.VM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
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<b>DOMAIN: Connect</b>	
<b>Foundation Cn2</b> Relate artistic ideas and works with societal, cultural, and historical context.	
<b>Standard VM.Cn2</b>	
Grade Level	Standards
<b>6</b>	<b>6.VM.Cn2.A</b> Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.
<b>7</b>	<b>7.VM.Cn2.A</b> Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.
<b>8</b>	<b>8.VM.Cn2.A</b> Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.

## Vocal Music 9-12 | VM

For Vocal Music 9-12, the major work of the discipline falls within the Perform domain. Concepts covered in the Create, Connect, and Respond domains are accessible only after students are thoroughly versed in the fundamental skills necessary to perform on an instrument. Standards are specifically adapted towards the artistic processes by which people make music: Performing, Creating, Responding, and Connecting. The foundations within each artistic process propose an intended sequence of scaffolding skill levels as a means of developing students' competency.

Literacy in the vocal music classroom is being able to read, write, and perform music. Just as the study of various languages promotes overall literacy, reading and writing musical notation, expressive markings, and harmonic structure unlocks new patterns of thought, exploring the analytical, mathematical, and linguistic centers of the mind. Musical literacy is decoding at its best. The language of music encompasses the senses of touch, sight, and hearing. These processes demand the student to balance their physical and intellectual actions and personal discipline in ways not explored in other academic areas.

The activity of vocal music provides students opportunities for high and varied levels of critical thinking. Students of vocal music develop a second written language and artistically-enhanced physical skills. They learn to work independently and within groups, as critical thinkers, problem solvers, and contributing members of a larger unit. Problem solving in the vocal classroom is immediate and continuous as the music is being produced. Creative decision making, individually and in groups, results in final artistic products. Vocal music instruction cultivates an individual who is capable of multi-tasking, managing time, working alone, and collaborating with others.

Finally, there is not an intentional pairing of grade level with ability level or mastery level. The appearance of pairing grade 9 with HS1, grade 10 with HS2, and so on, is to provide two different options for viewing the standards and determining the appropriate developmental level of a high school ensemble or individual student. It is expected that some grade 11 or 12 students may be first-year ensemble members and/or at a musical level of HS1 or HS2; and an inverse situation may exist wherein a grade 9 student may be at a HS2 or HS3 level as a musician. Therefore, the standards are written for flexible application in high school choral and instrumental ensembles, wherein assigning musical or developmental level is at the discretion of the individual teacher.

Artistic Processes	1HS1HS14 National Standards / TN	New Foundations	Performance Standards
<b>Perform (P)</b>	Sing (1), play (2), read (5)	<ol style="list-style-type: none"> <li>1. Select, analyze, interpret</li> <li>2. Develop and refine</li> <li>3. Convey meaning through presentation</li> </ol>	See grade levels
<b>Create (Cr)</b>	Improvise (3), compose (4)	<ol style="list-style-type: none"> <li>4. Generate and conceptualize</li> <li>5. Organize and develop</li> <li>6. Refine and complete</li> </ol>	
<b>Respond (R)</b>	Listen (6), analyze (7)	<ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work</li> <li>8. Interpret intent and meaning</li> <li>9. Apply criteria to evaluate</li> </ol>	
<b>Connect (Cn)</b>	Connect (8), historical (HS1)	<ol style="list-style-type: none"> <li>10. Synthesize and relate knowledge and personal experience</li> <li>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</li> </ol>	

## DOMAIN: Perform

### Foundation P1

Select, analyze, and interpret artistic work for presentation.

### Standard VM.P1

Grade Level	Standards
HS1	<b>HS1.VM.P1.A</b> Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
	<b>HS1.VM.P1.B</b> Use music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.
	<b>HS1.VM.P1.C</b> Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.
HS2	<b>HS2.VM.P1.A</b> Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
	<b>HS2.VM.P1.B</b> Document and demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.
	<b>HS2.VM.P1.C</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.
HS3	<b>HS3.VM.P1.A</b> Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
	<b>HS3.VM.P1.B.</b> Using music reading skills where appropriate, examine, evaluate, and critique how the structure and context impact and inform prepared and/or improvised performances.
	<b>HS3.VM.P1.C</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience.

<b>HS4</b>	<b>HS4.VM.P1.A</b> Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
	<b>HS4.VM.P1.B</b> Using music reading skills where appropriate, examine, evaluate, and critique how the structure and context impact and inform prepared and/or improvised performances.
	<b>HS4.VM.P1.C</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience.

<b>DOMAIN: Perform</b>	
<b>Foundation P2</b>	
Develop and refine artistic techniques and work for presentation.	
<b>Standard VM.P2</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.VM.P2.A</b> Demonstrate the ability to read and notate music individually and/or in ensemble settings.
	<b>HS1.VM.P2.B</b> Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: <ul style="list-style-type: none"> <li>• Posture</li> <li>• Breath management</li> <li>• Tone production with freedom, resonance, and control</li> <li>• Pitch matching, pitch accuracy, and intonation</li> <li>• Balance and blend</li> <li>• Sense of ensemble</li> </ul>
	<b>HS1.VM.P2.C</b> Demonstrate technical accuracy through appropriate use of: <ul style="list-style-type: none"> <li>• Tonal center/key relations</li> <li>• Scale construction</li> <li>• Pitch and rhythm work</li> <li>• Range development</li> <li>• Diction, pronunciation, vowel formation, and clarity of text</li> <li>• Expressive elements including dynamics, phrasing, and stylistic characteristics</li> </ul>

	<b>HS1.VM.P2.D</b> Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.
<b>HS2</b>	<b>HS2.VM.P2.A</b> Demonstrate the ability to read and notate music individually and/or in ensemble settings.
	<b>HS2.VM.P2.B</b> Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: <ul style="list-style-type: none"> <li>• Posture</li> <li>• Breath management</li> <li>• Tone production with freedom, resonance, and control</li> <li>• Pitch matching, pitch accuracy, and intonation</li> <li>• Balance and blend</li> <li>• Sense of ensemble</li> </ul>
	<b>HS2.VM.P2.C.</b> Demonstrate technical accuracy through appropriate use of: <ul style="list-style-type: none"> <li>• Tonal center/key relations</li> <li>• Scale construction</li> <li>• Pitch and rhythm work</li> <li>• Range development</li> <li>• Diction, pronunciation, vowel formation, and clarity of text</li> <li>• Expressive elements including dynamics, phrasing, and stylistic characteristics</li> </ul>
	<b>HS2.VM.P2.D</b> Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.
<b>HS3</b>	<b>HS3.VM.P2.A</b> Demonstrate the ability to read and notate music individually and/or in ensemble settings.
	<b>HS3.VM.P2B</b> Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: <ul style="list-style-type: none"> <li>• Posture</li> <li>• Breath management</li> <li>• Tone production with freedom, resonance, and control</li> <li>• Pitch matching, pitch accuracy, and intonation</li> <li>• Balance and blend</li> <li>• Sense of ensemble</li> </ul>

	<p><b>HS3.VM.P2C</b> Demonstrate technical accuracy through appropriate use of:</p> <ul style="list-style-type: none"> <li>• Tonal center/key relations</li> <li>• Scale construction</li> <li>• Pitch and rhythm work</li> <li>• Range development</li> <li>• Diction, pronunciation, vowel formation, and clarity of text</li> <li>• Expressive elements including dynamics, phrasing, and stylistic characteristics</li> </ul>
	<p><b>HS3.VM.P2D</b> Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.</p>
<h1>HS4</h1>	<p><b>HS4.VM.P2.A</b> Demonstrate the ability to read and notate music individually and/or in ensemble settings</p>
	<p><b>HS4.VM.P2B</b> Demonstrate fundamental control of the voice while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Breath management</li> <li>• Tone production with freedom, resonance, and control</li> <li>• Pitch matching, pitch accuracy, and intonation</li> <li>• Balance and blend</li> <li>• Sense of ensemble</li> </ul>
	<p><b>HS4.VM.P2C</b> Demonstrate technical accuracy through appropriate use of:</p> <ul style="list-style-type: none"> <li>• Tonal center/key relations</li> <li>• Scale construction</li> <li>• Pitch and rhythm work</li> <li>• Range development</li> <li>• Diction, pronunciation, vowel formation, and clarity of text</li> <li>• Expressive elements including dynamics, phrasing, and stylistic characteristics</li> </ul>
	<p><b>HS4.VM.P2D</b> Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.</p>

## DOMAIN: Perform

### Foundation P3

Convey and express meaning through the performance of artistic work.

### Standard VM.P3

Grade Level	Standards
HS1	<b>HS1.VM.P3.A</b> Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
	<b>HS1.VM.P3.B</b> Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.
HS2	<b>HS2.VM.P3.A</b> Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
	<b>HS2.VM.P3.B</b> Demonstrate an understanding of intent as a means for connecting with an audience through prepared or improvised performances.
HS3	<b>HS3.VM.P2.A</b> Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
	<b>HS3.VM.P2.B</b> Demonstrate an ability to engage with and respond to audience members in performance of prepared and improvised music.
HS4	<b>HS4.VM.P2.A</b> Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
	<b>HS4.VM.P2.B</b> Demonstrate an ability to engage with and respond to audience members in performance of prepared and improvised music.

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work	
<b>Standard VM.Cr1</b>	
Grade Level	Standards
HS1	<b>HS1.VM.Cr1.A</b> Compose and improvise melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.
HS2	<b>HS2.VM.Cr1.A</b> Compose and improvise ideas or motives for arrangements or short compositions that reflect characteristics of music or text studied in rehearsal.
HS3	<b>HS3.VM.Cr1.A</b> Compose and improvise musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.
HS4	<b>HS4.VM.Cr1.A</b> Compose and improvise musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.

<b>DOMAIN: Create</b>	
<b>Foundation Cr2</b> Organize and develop artistic ideas and work.	
<b>Standard VM.Cr2</b>	
Grade Level	Standards
HS1	<b>HS1.VM.Cr2.A</b> Select, draft, and develop melodic and rhythmic ideas or motives for use in an arrangement that demonstrate understanding of characteristic of music or text studied in rehearsal.
	<b>HS1.VM.Cr2.B</b> Describe and document compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.

HS2	<b>HS2.VM.Cr2.A</b> Select, draft, and develop ideas and motives for arrangements or short compositions that demonstrate understanding of characteristics of music or texts studied in rehearsal.
	<b>HS2.VM.Cr2.B.</b> Describe and document compositions and/or improvisations for use in an arrangement or short composition through notation and/or recording.
HS3	<b>HS3.VM.Cr2.A</b> Select, draft, and develop ideas and motives for arrangements or compositions that demonstrate understanding of characteristics of music or texts studied in rehearsal.
	<b>HS3.VM.Cr2.B</b> Describe and document compositions and/or improvisations for use in an arrangement or composition through notation and/or recording.
HS4	<b>HS4.VM.Cr2.A</b> Select, draft, and develop ideas and motives for use in an organized arrangement or composition used for a variety of purposes and contexts.
	<b>HS4.VM.Cr2B</b> Describe and document compositions and/or improvisations for use in an arrangement or composition through notation and/or recording.

<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Standard VM.Cr3</b>	
<b>Grade Level</b>	<b>Standards</b>
HS1	<b>HS1.VM.Cr3.A</b> Evaluate and refine compositions and/or improvisations for use in an arrangement or over a chordal structure based on collaboratively-developed criteria.
	<b>HS1.VM.Cr3.B</b> Present finalized composition and/or improvisation individually or as an ensemble.
HS2	<b>HS2.VM.Cr3.A</b> Evaluate and refine compositions and/or improvisations for use in an arrangement or short composition based on personally-developed criteria.
	<b>HS2.VM.Cr3.B</b> Present finalized composition and/or improvisation individually or as an ensemble.

HS3	<b>HS3.VM.Cr3.A</b> Evaluate and refine compositions and/or improvisations for use in an arrangement or composition based on personally-developed criteria.
	<b>HS3.VM.Cr3.B</b> Present finalized composition and/or improvisation individually or as an ensemble.
HS4	<b>HS4.VM.Cr3.A</b> Evaluate and refine compositions and/or improvisations for use in an arrangement or composition based on personally-developed criteria.
	<b>HS4.VM.Cr3.B</b> Present finalized composition and/or improvisation individually or as an ensemble.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard VM.R1</b>	
Grade Level	Standards
HS1	<b>HS1.VM.R1.A</b> Identify and describe reasons for selecting music based on characteristics found in music, context, student opinion, and personal research from teacher-provided sources.
	<b>HS1.VM.R1.B</b> Analyze and explain how context and manipulation of musical elements influence response to music.
HS2	<b>HS2.VM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.
	<b>HS2.VM.R1.B</b> Analyze and explain how context, manipulation of musical elements, and form inform response to music.
HS3	<b>HS3.VM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.
	<b>HS3.VM.R1.B</b> Analyze and explain how context and the manipulation of musical elements influence response to music.

<b>HS4</b>	<b>HS4.VM.R1.A</b> Identify, compare/contrast, and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.
	<b>HS4.VM.R1.B</b> Analyze and explain how context and the manipulation of musical elements influence response to music.

<b>DOMAIN: Respond</b>	
<b>Foundation R2</b> Interpret intent and meaning in artistic work.	
<b>Standard VM.R2</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.VM.R2.A</b> Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the elements of music, contexts, historical significance, and the setting of the text.
<b>HS2</b>	<b>HS2.VM.R2.A</b> Interpret and describe the artistic intent and aesthetic qualities of musical works, referring to the elements of music, contexts, and the setting of the text based on varied research sources.
<b>HS3</b>	<b>HS3.VM.R2.A</b> Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.
<b>HS4</b>	<b>HS4.VM.R2.A</b> Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.

## DOMAIN: Respond

### Foundation R3

Apply criteria to evaluate artistic work.

### Standard VM.R3

Grade Level	Standards
HS1	<b>HS1.VM.R3.A</b> Apply appropriate criteria to evaluate musical works and performances.
HS2	<b>HS2.VM.R3.A</b> Apply appropriate criteria to evaluate musical works and performances.
HS3	<b>HS3.VM.R3.A</b> Apply appropriate criteria to evaluate musical works and performances.
HS4	<b>HS4.VM.R3.A</b> Apply appropriate criteria to evaluate musical works and performances.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Standard VM.Cn1

Grade Level	Standards
HS1	<b>HS1.VM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
HS2	<b>HS2.VM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
HS3	<b>HS3.VM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
HS4	<b>HS4.VM.Cn1.A.</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

## DOMAIN: Connect

### Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical context.

### Standard VM.Cn2

Grade Level	Standards
HS1	<b>HS1.VM.Cn2.A</b> Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.
HS2	<b>HS2.VM.Cn2.A</b> Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.
HS3	<b>HS3.VM.Cn2.A</b> Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.
HS4	<b>HS4.VM.Cn2.A</b> Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.

## Music Theory 9 – 12 | MT

This document represents the collective work of a team of educators from all regions of Tennessee and from all levels of music education, whose fundamental goal is to propose new music standards for the state of Tennessee. The new state standards endeavor to maintain the curricular integrity of music education across the state, build upon traditions of musical excellence established by the previous standards, foster creativity and artistry in all students, and empower music educators to provide a rigorous and relevant music curriculum that fully equips students with the skills, knowledge, and understanding necessary for success in their future musical and non-musical endeavors.

Additionally, the writing team strived to ensure a smooth transition from the 1994 standards to the new state standards. The new Tennessee music standards are intended to mirror, but not replicate, the NCCAS Core Arts Standards. Primarily, the writing team made a purposeful effort to avoid curricular specificity within the new standards, understanding that circumstances differ from campus to campus, and that curriculum should be decided at the local level. Therefore, it is incumbent on the individual teacher to enhance and adjust curriculum to fit the specific needs of his/her instructional situation, while still adhering to the rigor and expectations of the standards.

In addition, while the 1994 standards were structured and applied globally, without regard to content specificity, the new National Core Arts and Tennessee state standards are individualized to address the unique needs of general music, traditional and emerging ensembles, and music theory and history courses. Furthermore, the 1994 standards focused on the varied means in which people participate in or interact with music. In contrast, the new state standards are more specifically geared towards the processes by which people make music, including Creating, Performing, Responding, and Connecting.

Concerning the application of the new state standards, what teachers used to call *standards* are now referred to as *foundations* that fall under the larger umbrella of the *artistic processes*. What the state used to call *grade/course level expectations* and *student performance indicators* are now called *standards*. (See the table below for clarification). Finally, the foundations within each artistic process propose an intended sequence from one standard to the next as a means of developing students' competency with each step of the process.

With specific regard to music theory, application of the new standards will enable teachers to make a clearer delineation and differentiation between standards for performing ensembles and music theory classes. Namely, while Performance may be a component of music theory, Creating, Responding, and Connecting may be more stringently emphasized in music theory than in an ensemble setting.

In addition, while the standards for many of the content areas include grade or level differentiation, this distinction was not applied to 9-12 music theory. As of this writing, there is only one fine-arts requirement at the high school level, implying that students typically take one music theory class, rendering specified levels invalid. Instead of *HS1*, *HS2*, *HS3*, and *HS4*, this course will be coded as *HS*.

Artistic Processes	1994 National Standards / TN	New Foundations	Performance Standards
<b>Perform (P)</b>	Sing (1), play (2), read (5)	<ol style="list-style-type: none"> <li>1. Select, analyze, interpret</li> <li>2. Develop and refine</li> <li>3. Convey meaning through presentation</li> </ol>	See grade levels
<b>Create (Cr)</b>	Improvise (3), compose (4)	<ol style="list-style-type: none"> <li>4. Generate and conceptualize</li> <li>5. Organize and develop</li> <li>6. Refine and complete</li> </ol>	
<b>Respond (R)</b>	Listen (6), analyze (7)	<ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work</li> <li>8. Interpret intent and meaning</li> <li>9. Apply criteria to evaluate</li> </ol>	
<b>Connect (Cn)</b>	Connect (8), historical (9)	<ol style="list-style-type: none"> <li>10. Synthesize and relate knowledge and personal experience</li> <li>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</li> </ol>	

<b>DOMAIN: Perform</b>	
<b>Foundation P1</b> Select, analyze, and interpret artistic work for presentation.	
<b>Standard MT.P1</b>	
Grade Level	Standards
<b>HS</b>	<b>HS.MT.P1.A</b> Select specific passages, sections, or movements in musical works that express personal experiences, moods, visual images, or storylines in various forms.
	<b>HS.MT.P1.B</b> Analyze how the elements of music and compositional techniques of selected works relate to style, function, and context.
	<b>HS.MT.P1.C</b> Develop interpretations of musical works based on an understanding of the elements of music, style, mood, function, and context. Explain and support how the interpretive choices reflect the creators' intent.

<b>DOMAIN: Perform</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for presentation.	
<b>Standard MT.P2</b>	
Grade Level	Standards
<b>HS</b>	<b>HS.MT.P2.A</b> Create rehearsal plans for musical works, identifying the compositional elements, style, and historical or cultural context of the work.
	<b>HS.MT.P2.B</b> Using established criteria, identify the ways in which performances convey the elements of music, style, and mood.
	<b>HS.MT.P2.C</b> Identify, evaluate, and implement strategies for improving the technical and expressive aspects of various works.

## DOMAIN: Perform

### Foundation P3

Convey and express meaning through the performance of artistic work.

### Standard MT.P3

Grade Level	Standards
HS	<b>HS.MT.P3.A</b> Explain how compositions are appropriate for both audience and context and how this will shape future compositions.
	<b>HS.MT.P3.B</b> Share live or recorded performances of original works, and explain how the intent of the music is conveyed.

## DOMAIN: Create

### Foundation Cr1

Generate and conceptualize artistic ideas and work.

### Standard MT.Cr1

Grade Level	Standards
HS	<b>HS.MT.Cr1.A</b> Describe and demonstrate how sounds or musical ideas can be used to represent and express visual images, concepts, texts, or storylines through composing and arranging.
	<b>HS.MT.Cr1.B</b> Identify and describe the development of sounds and/or short musical ideas in drafts of music.

## DOMAIN: Create

### Foundation Cr2

Organize and develop artistic ideas and work.

### Standard MT.Cr2

Grade Level	Standards
HS	<b>HS.MT.Cr2.A</b> Assemble and organize sounds or musical ideas through standard and nontraditional notation.
	<b>HS.MT.Cr2.B</b> Interpret and transcribe simple melodic, rhythmic, and harmonic patterns from sound.

## DOMAIN: Create

### Foundation Cr3

Refine and complete artistic work.

### Standard MT.Cr3

Grade Level	Standards
HS	<b>HS.MT.Cr3.A</b> Identify, describe, and apply appropriate criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
	<b>HS.MT.Cr3.B</b> Share music through the use of notation, performance, or technology. Demonstrate how the elements of music have been employed to realize compositional techniques and expressive intent.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard MT.R1</b>	
Grade Level	Standards
<b>HS</b>	<b>HS.MT.R1.A</b> Analyze the elements of music from written and aural examples relating them to style, mood, and context.
	<b>HS.MT.R1.B</b> Describe how the analysis provides models for personal growth as composer, performer, and/or listener.

<b>DOMAIN: Respond</b>	
<b>Foundation R2</b> Interpret intent and meaning in artistic work	
<b>Standard MT.R2</b>	
Grade Level	Standards
<b>HS</b>	<b>HS.MT.R2.A</b> Develop and explain interpretations of varied works.
	<b>HS.MT.R2.B</b> Demonstrate an understanding of the composers' intent by citing the use of elements of music compositional techniques and the style/genre of each work.

## DOMAIN: Respond

### Foundation R3

Apply criteria to evaluate artistic work.

### Standard MT.R3

Grade Level	Standards
HS	<b>HS.MT.R3.A</b> Apply appropriate criteria to evaluate musical works and performances.
	<b>HS.MT.R3.B</b> Evaluate the effectiveness of the technical and expressive aspects of notated and aural music and performances. Demonstrate an understanding of music theory, compositional techniques and procedures found within musical works.
	<b>HS.MT.R3.C</b> Describe the ways in which critiquing artistic works and receiving feedback can be applied in the personal creative process.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Standard MT.Cn1

Grade Level	Standards
HS	<b>HS.MT.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

## DOMAIN: Connect

### Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical context.

### Standard MT.Cn2

Grade Level	Standards
HS	<b>HS.MT.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, disciplines, varied contexts, and daily life.
	<b>HS.MT.Cn2.B</b> Through visual and aural examples, analyze and compare music theory and compositional techniques from diverse cultures, time periods and genres.

## Tennessee Academic Standards for Fine Arts Education

### Music Glossary

**AB form:** (see *binary form*)

**ABA form:** (see *ternary form*)

**A cappella:** Unaccompanied vocal music.

**Ability:** Natural aptitude in specific skills and processes; what the student is able to do without formal instruction.

**Accompaniment:** A vocal or instrumental part that supports or is background for a principal part or parts.

**Alla breve:** A tempo marking indicating a quick duple meter with the half note rather than the quarter note getting the beat (2/2 rather than 4/4); sometimes referred to as *cut time*.

**Analog:** Non-digital material that does not transfer or convert sound into binary code (e.g., acoustic piano, microphone, monitors, etc.).

**Analyze:** To examine in detail the structure and content of the artistic piece.

**Anticipation (guitar):** Placing an accent before beats 1 and 3, often performed as an upward strum tied to downbeats of 1 and 3.

**Arpeggio:** A term used to describe the pitches of a chord as they are played one after the other, rather than simultaneously.

**Arrange:** To create an adaptation of a composition.

**Articulation:** In performance, the characteristics of attack and decay of tones and the means by which these characteristics are produced.

**Artistic foundations:** Fundamental practices and procedures, as adopted by the state of Tennessee, used to govern art instruction at the K-12 levels; formerly known as *standards*.

**Artistic literacy:** Technical knowledge of vocabulary, technique, and skill and the appropriate interpretation thereof to carry out the artistic processes of creating, performing, and responding to music.

**Artistic processes:** The four broad methodologies of artistic study--perform, create, connect, respond--through which young artists present an artistic text, generate original art, appraise and assess musical works, and relate music to historical and cultural contexts.

**Atonal:** Music in which no single tone is the home base or key center.

**Audiate:** To hear and comprehend sounds in one's mind (inner hearing), especially in the absence of an outside stimulus.

**Audience etiquette:** A code of conduct expected from those attending musical performances, which can vary from one setting to the next.

**Aurally:** Pertaining to the ear or the sense of hearing.

**Basic harmonic accompaniment:** I-IV-V chord progression used as an accompaniment.

**Beat:** Underlying steady pulse present in most music.

**Binary form:** A musical form consisting of two main sections.

**Blues progression:** I-IV-I-I; IV-IV-I-I; V-IV-I-I. Sometimes referred to as twelve-bar blues.

**Blues scale:** A major scale in which the third and seventh are lowered a half-step.

**Body percussion:** The use of the body to create un-pitched sounds (e.g., pat, clap, snap, stomp).

**Bordun:** Accompaniment created by sounding two tones, an interval of a fifth, continually throughout a composition.

**Bowing:** The technique of using the bow on a stringed instrument.

**C Position (piano):** Notes included in the 5-finger hand position starting on C (C, D, E, F, G).

**Chant:** (1) the rhythmic recitation of text without a sung melody; (2) a type of singing characterized by a simple melody line and free rhythm.

**Chord:** a combination of three or more pitches sounded simultaneously.

**Chordal:** music characterized more by harmony than by counterpoint.

**Chord melody guitar style:** Chord voicing with melody on top string.

**Chord progression (harmonic progression):** A succession of two or more chords; a basic progression is I-IV-V, in a given key.

**Classroom instruments:** Instruments typically used in the general music classroom, including recorders, autoharps, mallet instruments, pitched and unpitched percussion instruments, fretted instruments, keyboard instruments, and electronic instruments.

**Collaboratively-developed criteria:** Criteria for assessing achievement that have been developed through collective decision making.

**Common practice period:** End of Baroque period to the beginning of the Romantic period (basically, the Classical period).

**Compose:** To create music.

**Compound meter:** A meter that includes a triple subdivision within a beat (e.g., 6/8) or that has a numerator greater than four (e.g., 5/4).

**Concert pitch:** Actual sound produced by an instrument as distinct from a written note for transposing instruments.

**Connect:** To develop relationships among artistic ideas, personal meaning, and/or external context.

**Create:** To conceive and develop new artistic ideas through improvisation, composition, or arrangement.

**Diction:** Pronunciation and enunciation of words in singing.

**Digital:** Category of musical equipment that manipulate sound using binary code, such as electronic instruments, digital audio interfaces, MIDI, computer software, etc.

**Digital environment:** Simulated place made or created through the use of one or more computers, sensors, or other equipment.

**Domains:** Basic artistic processes that are broken into four categories: Perform,

Create, Respond, and Connect. These are referred to as *domains*.

**Double stop:** Playing two strings at the same time.

**Dynamic levels, dynamics:** Degrees of intensity, most commonly applied to volume of the sound, but also relating to character of the piece, especially in Baroque works.

**Elements of music:** Pitch, rhythm, harmony, dynamics, timbre, texture, form, and tempo.

**Embouchure:** The proper position of lips in playing wind instruments.

**Ensemble:** A group of individuals organized to perform artistic work.

**Established criteria:** Traits or dimensions for making quality artistic judgments of a particular style, genre, cultural context, or historical period that have gained general acceptance and application over time.

**Event:** The point at which a change occurs in the music (e.g., modulation, entrance of a solo, tempo change, dynamic change).

**Expression, expressive:** Use of appropriate dynamics, phrasing, style, and interpretation and appropriate variations in dynamics and tempo to convey feelings through art.

**Form:** The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.

**Found sounds:** Music produced by nontraditional instruments.

**Foundations:** Within each basic artistic process (*domain*) there are statements that apply to all disciplines within the arts. These statements are referred to as *foundations*.

**Genre:** A type or category of music (e.g., sonata, opera, symphony, jazz, march, lullaby).

**Grades of difficulty:** For purposes of these standards, music is classified into six levels of difficulty:

- **Grade I:** Very easy; easy keys, meters, and rhythms; limited ranges.
- **Grade II:** Easy; may include changes of tempo, key, and meter; modest ranges.

- **Grade III:** Moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements.
- **Grade IV:** Moderately difficult; requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.
- **Grade V:** Difficult; requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, unusual meters, complex rhythms, and subtle dynamic requirements.
- **Grade VI:** Very difficult; suitable for musically mature students of exceptional competence.

**Harmonizing instruments:** Chordophone instruments capable of producing harmonies as well as melodies, often used to provide chordal accompaniment for melodies and songs.

**Heterophonic:** Musical texture in which slightly different versions of the same melody sound simultaneously.

**Historical context:** Conditions of the time and place in which music was created or performed that are vital to the preparation and presentation of an artistic event.

**Homophonic:** Musical texture in which all parts move in the same rhythm but use different pitches, as in hymns; also, a melody supported by chords.

**Iconic notation:** Way of writing music (e.g., pitch, rhythm, dynamics) using nontraditional symbols or characters.

**Improvise:** To create music spontaneously, often within a framework determined by the musical style.

**Interval:** The relationship between two pitches (e.g., major third, minor third).

**Intonation:** Singing or playing the correct pitch in tune.

**Key signature:** The sharps or flats, or absence of either, at the beginning of a piece of music, indicating the sharps, flats, and naturals belonging to the key of the music.

**Meter:** The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a time signature at the beginning of a work.

**MIDI (Musical Instrument Digital Interface):** Standard specifications that enable electronic instruments, such as the synthesizer, sampler, sequencer, and drum machine from any manufacturer, to communicate with one another and with

computers.

**Modal tonalities:** Music based on scales other than major, minor, or pentatonic (e.g., Mixolydian).

**Modes:** Seven-tone scales that include five whole steps and two half steps; the seven possible modes include: Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian; these were used in Medieval and Renaissance periods and served as the basis from which major and minor scales emerged.

**Modulation:** The process of changing from one key to another.

**Monophonic:** Musical texture consisting of a single, unaccompanied melodic line.

**Musical periods:** Renaissance (1450-1600), Baroque (1600-1750), Classical (1750-1820), Romantic (1820-1900), and Contemporary (1900- present).

**Nonstandard notation:** Symbols to indicate sounds not typically used in standard notation (e.g., flutter tonguing, clapping, tapping on the instrument or music stand, key or valve clicks).

**Notation:** Visual representation of musical sounds.

**Obbligato:** An elaborate melodic part accompanying a solo or principal melody.

**Open-ended assessment:** Assessment that allows students to demonstrate the learning of a particular goal in multiple ways, such as demonstrating understanding of rhythmic notation by moving, singing or chanting.

**Orally:** Pertaining to speech.

**Orchestration:** Specifying the use of particular instruments in a composition.

**Ostinato:** A short musical pattern that is repeated persistently.

**Pentatonic scale:** Music based on a five-tone scale; most often referred to the scale using tones, Do, Re, Mi, Sol, and La.

**Perform:** The process of realizing artistic ideas and work through interpretation and presentation.

**Performance medium:** Type of ensemble or soloist performing (e.g., band, orchestra, chorus, jazz ensemble, vocalist).

**Polyphonic:** Musical texture in which two or more melodies sound simultaneously.

**Polytonal:** Music in which two or more tonalities (keys) sound simultaneously.

**Practice tools:** Use of metronome, naming notes, isolating rhythms, isolating finger technique, recording oneself. These and many other techniques can be referred to as basic practice tools.

**Primary chords:** Chords built on the tonic (I), subdominant (IV), and dominant (V) notes of a scale.

**Refine:** To make changes in artistic works or performances to more effectually realize intent through technical quality or expression.

**Respond:** To give written or oral feedback, based on a prescribed set of criteria, on the quality of a musical event, while describing how the music was used to convey meaning.

**Retardation (guitar):** Placing accent after beats 1 and 3, often performed as an upward strum tied to downbeats of 2 and 4.

**Rondo:** A musical form in which the A section alternates with contrasting sections (ABACA).

**Rubric:** Established, ordered set of criteria for judging an artistic performance, including descriptors of work at various levels of achievement.

**Rudiments:** Various rhythms with prescribed sticking combinations used by percussionists.

**Scale:** a succession of tones.

- **Major:** succession of tones in the following pattern of half steps (H) and whole steps (W): WWHWWWH.
- **Minor:** succession of tones in three different patterns:
  - **Natural:** a minor scale that shares the same key signature as the relative major and is in the following pattern of half steps and whole steps: WHWWHWW.
  - **Harmonic:** Natural minor scale with a raised 7<sup>th</sup> step.
  - **Melodic:** Natural minor scale with a raised 6<sup>th</sup> and 7<sup>th</sup> ascending, and natural minor scale descending.

**Sight reading:** To read and perform music at sight, without preparation.

**Simple meter:** Any meter in which the number of beats is a multiple of two.

**Singer's formant:** A high spectrum peak occurring around 3000Hz in vocal sounds; also associated with "vocal ring" and with the vocal ability to project over background noise (e.g., choir, orchestra); the position of the mouth of the singer so that the sound produced leads to strong overtones.

**Social context:** Civil and cultural parameters of a distinct time and location during which music was created or performed that are vital to the preparation and presentation of a musical event.

**Staff:** The five lines and four spaces on which music is notated.

**Stage presence:** Performer's ability to convey artistic content to a live audience through traits such as personal engagement with the repertoire, exhibited confidence, decorum, eye contact, posture, and facial expression.

**Standard notation:** Music written on one or more staves, using traditional note symbols and clefs to indicate pitch locations and durations.

**Standards:** Within each *foundation* (cross-discipline statement) there are explicit descriptions of what students should know and be able to do as a result of art instruction within a specified course of study. These descriptions are referred to as *standards*.

**Style:** The distinctive or characteristic manner in which the elements of music are treated (e.g., the style of Copland, Baroque style, French style, fugal style).  
Style Periods: Historical Periods.

**Symbols of musical expression:** Commonly accepted written symbols for expressive elements such as dynamics, tempo, articulation, phrasing, and style.

**Syncopation:** An arrangement of rhythm that places emphasis on weak beats or weak parts of beats.

**Tennessee Bandmasters Association (TBA):** the band governing body that maintains the graded music list for wind band literature at large ensemble assessment events (<http://www.tennesseebandmasters.org/>).

**Technical accuracy:** The ability to perform with appropriate tone, intonation, diction, articulation, attacks, and releases and to play or sing the correct pitches and rhythms.

**Technique:** The mechanical skill required to effectively engage in a musical work.

**Tempo:** The speed of the music.

**Ternary form:** A musical form consisting of three main sections.

**Texture:** The general pattern of sound created by the elements of a work or passage.

**Timbre:** Characteristic tone color which distinguishes one instrument or voice from another.

**Time signature:** The numbers placed at the beginning of a composition to indicate the meter of the music. The upper number indicates the number of beats in a measure; the lower number indicates the kind of note that receives one beat.

**Tone:** A musical sound that has the properties of pitch, duration, volume, and timbre.

**Transpose:** To adapt a composition for a medium other than its original one (e.g., vocal music transcribed for instruments or a piano work transcribed for orchestra).

**University Interscholastic League (UIL):** The organization that provides sight reading parameters for Tennessee large ensemble assessment events (<http://www.uiltexas.org/music>).

**Unison:** Singing or playing the same notes by all singers or players, either at exactly the same pitch or in a different octave.

**Variation:** The manipulation of a theme by the use of melodic, rhythmic, and harmonic changes.

**Vocables:** Audible, indecipherable sounds and/or syllables used by vocalists to convey musical ideas or intent.

**Vocal production (vocal technique):** A singer's vocal tone as determined by the combination of correct posture, effective breathing, raised soft palate, tonal placement, and diction.