

## Dance Standards Grades 4-8

**Anchor Standard 1:** Creating-Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Developing creativity in dance requires experimentation and exploration using a variety of sources as inspiration for movement to represent personal and/or symbolic meaning.

**Essential Question:** Where do choreographers get ideas for dances?

4th DA.1.CR1.4	5th DA.1.CR1.5	6th DA.1.CR1.6	7th DA.1.CR1.7	8th DA.1.CR1.8
1. Identify ideas for choreography generated from a variety of stimuli (e.g., notation, emotions, observed dance, personal experiences).	1. Build content for choreography using several stimuli (e.g., literary forms, natural phenomena, current news, social events).	1. Relate similar or contrasting ideas to develop choreography using a variety of stimuli.	1. Compare a variety of stimuli and make selections to expand movement vocabulary and artistic expression.	1. Implement movement from a variety of stimuli to develop dance content for an original dance.

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**Anchor Standard 2:** Creating-Organize and develop artistic ideas and work.

**Enduring Understanding:** The elements of movement, structural dance forms, and the conventions of dance serve as both a foundation and departure point for choreographers. Meaningful choices and influences by personal, aesthetic, and cultural criteria give dance works form, structure, style, content, context, and purpose.

**Essential Question:** How do choreographers use structure and choices to create meaningful and aesthetic choreography?

4th DA.2.CR2.4	5th DA.2.CR2.5	6th DA.2.CR2.6	7th DA.2.CR2.7	8th DA.2.CR2.8
1. In a group, use movement concepts (e.g., change level, direction, timing, relationships) to vary a movement combination.	1. In a group, develop a dance combination by selecting specific movement vocabulary to communicate a main idea.	1. In a group, use different dance structures and movement concepts to vary a dance combination.	1. Individually or in a group, create and vary a dance combination that communicates an artistic intent and evaluate why some movements are more or less effective than others.	1. Individually or in a group, create a complete dance that communicates personal or cultural meaning.
2. Discuss the effect of the movement choices.	2. Document the dance and explain reasons for movement choices.		2. Document the dance.	2. Document the dance and discuss how the dance communicates non-verbally.

## Dance Standards Grades 4-8

**Anchor Standard 3:** Creating-Refine and complete artistic work.

**Enduring Understanding:** Choreographers and dancers analyze, evaluate, and refine their work to communicate clear meaning.

**Essential Question:** How can I improve the quality of my work through self-reflection and feedback from others?

4th DA.3.CR3.4	5th DA.3.CR3.5	6th DA.3.CR3.6	7th DA.3.CR3.7	8th DA.3.CR3.8
1. Revise movement choices based on peer feedback and self-reflection to improve a short dance combination.	1. Refine movements based on peer feedback and self-reflection to clarify communication of an idea within a dance combination.	1. Revise dance compositions using collaboratively developed artistic criteria.	1. Evaluate possible revisions of a dance composition based on feedback.	1. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and feedback of others.
2. Explain choices made in the process.	2. Record changes made through writing, drawings, or media technology.		2. Explain how they may clarify artistic intent.	2. Articulate the reasons for choices.

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**Anchor Standard 4:** Creating-Select, analyze and interpret artistic work for presentation.

**Enduring Understanding:** Movement qualities, energies, and dynamics directly impact expression and meaning in dance.

**Essential Question:** In what ways do movement qualities, energies, and dynamics communicate meaning or intent in a dance?

4th DA.4.CR4.4	5th DA.4.CR4.5	6th DA.4.CR4.6	7th DA.4.CR4.7	8th DA.4.CR4.8
1. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond in movement to tempo changes as they occur in dance and music.	1. Dance to a variety of rhythms.	1. Accurately use accented and unaccented beats in different meters.	1. Compare and contrast movement characteristics from a variety of dance styles.	1. Use different tempos in different body parts at the same time.
2. Analyze movements and phrases for use of energy and dynamic changes.	2. Contrast bound and free-flowing movements.	2. Vary muscular tension to represent different emotions and meanings as it applies to one or more dance styles.	2. Determine what dancers must do to perform them clearly.	2. Use energy and dynamics to enhance and project movements.

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**Anchor Standard 5:** Performing-Develop and refine artistic techniques and work for presentation.

**Enduring Understanding:** Dancers work to develop artistry through the mind-body connection and use the body as an instrument for dance by building skills and techniques that promote body awareness, articulation, coordination, strength, alignment, flexibility, and endurance.

**Essential Question:** What must a dancer do to prepare the body for artistic expression?

4th DA.5.PR1.4	5th DA.5.PR1.5	6th DA.5.PR1.6	7th DA.5.PR1.7	8th DA.5.PR1.8
1. Demonstrate combinations of fundamental dance steps incorporating changes in levels and direction.	1. Recall and execute a simple dance sequence using fundamental dance steps in one or more styles.	1. Recall and demonstrate varied dance sequences with an emphasis on spatial awareness within partner and group formations in one or more dance styles.	1. Recall and demonstrate complex dance sequences with an emphasis on movement transitions in relation to musical phrasing in one or more dance styles.	1. Perform complex dance sequences with an emphasis on accurate dance technique appropriate to one or more dance styles.
2. Execute techniques that extend flexibility, build strength, and develop endurance.	2. Demonstrate safe body-use practices during technical exercises and movement combinations.	2. Demonstrate understanding of basic anatomy, kinesthetic awareness, and movement mechanics to develop technical dance skills and promote safe and healthful practices.	2. Understand individual physical capabilities and adjust movement accordingly.	2. Research healthy and safe practices for dancers.
3. Explain the relationship between execution of technique, safe body-use (alignment, balance, coordination), and healthful nutrition.	3. Discuss how these practices, along with healthful nutrition and a positive sense of emotional well-being enhance dance performance and prevent injuries.	3. Discuss elements of nutrition and healthy body image.	3. Discuss benefits of healthy practices and sound nutrition in dance training and how choices enhance performance.	3. Articulate personal health and performance goals and plans to reach those goals.

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**Anchor Standard 6:** Performing-Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Choreographers use and adapt elements of production to enhance communication of the artistic intent in consideration of the audience, venue, and context.

**Essential Question:** How can elements of production heighten the meaning and artistic intent of a dance?

4th DA.6.PR2.4	5th DA.6.PR2.5	6th DA.6.PR2.6	7th DA.6.PR2.7	8th DA.6.PR2.8
1. Identify and experiment with a variety of production elements to heighten the audience's experience.	1. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	1. Compare and contrast a variety of possible production elements that would heighten the artistic intent of a dance.	1. Explore possibilities of producing dance in a variety of venues or for different audiences.	1. Collaborate to design production elements that would heighten the artistic intent of a dance performed on a stage for an audience.
		2. Select choices and explain reasons for the decisions made.	2. Explain how the production elements and dance choreography would be adapted to different situations.	2. Explain reasons for choices.

## Dance Standards Grades 4-8

**Anchor Standard 7:** Responding-Perceive and analyze artistic work.

**Anchor Standard 8:** Responding-Interpret intent and meaning in artistic work.

*(Oregon Statement: The standards writing team for Dance chose to combine Anchor Standards 7 and 8. The components and standards apply to both Anchor Standards.)*

**Enduring Understanding:** The artistic intent and meaning of dance is communicated through elements of movement, structure, and cultural perspective.

**Essential Question:** How can I “read” a dance to interpret meaning?

4th DA.7-8.RE1-2.4	5th DA.7-8.RE1-2.5	6th DA.7-8.RE1-2.6	7th DA.7-8.RE1-2.7	8th DA.7-8.RE1-2.8
1. Use elements of dance to decipher meaning in an observed dance from one or more genres or cultures.	1. Interpret meaning in a dance based on its movements.	1. Explain how the artistic intent of a dance is achieved through the elements of dance, dance structure, and context.	1. Share and discuss different interpretations of the meaning of a dance based on observations of dance elements, structure, and context using genre specific dance terminology (e.g., alignment; kick, ball-change; canon).	1. Compare the meaning of different dances based on observations of dance elements, structure, and context using genre specific dance terminology (e.g., contraction, theme and variation, downstage).
	2. Explain how the movements symbolize the main idea of the dance using basic dance terminology (e.g., grapevine, elbow swing, tempo).	2. Explain how these communicate the intent of the dance using genre specific dance terminology (e.g., pli�, chass�, pathways).		

## Dance Standards Grades 4-8

**Anchor Standard 9:** Responding-Apply criteria to evaluate artistic work.

**Enduring Understanding:** Criteria for evaluating dance varies across styles and cultural and historical contexts.

**Essential Question:** How do we evaluate the quality of dance?

4th DA.9.RE3.4	5th DA.9.RE3.5	6th DA.9.RE3.6	7th DA.9.RE3.7	8th DA.9.RE3.8
1. Identify and discuss, using basic dance terminology, the characteristics that make a dance interesting or meaningful.	1. Define, using basic dance terminology, the characteristics that make dance interesting or meaningful in specific genres or cultural movement practices.	1. Compare and contrast how the elements of dance are used differently in a variety of dance genres and how the elements contribute to meaning of dances.	1. Discuss the characteristics and artistic intent of a dance.	1. Recognize varied dance styles and compare and contrast their cultural and aesthetic forms and values using genre-specific dance terminology.
2. Apply those characteristics to a variety of dances observed.	2. Relate them to the elements of dance.		2. Develop artistic criteria to critique the dance using genre-specific terminology.	

## Dance Standards Grades 4-8

**Anchor Standard 10:** Connecting-Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Dance reflects personal identify, values, and beliefs through how one creates, performs, and responds to dance.

**Essential Question:** How does dance relate to and develop personal identity, values, and beliefs?

4th DA.10.CO1.4	5th DA.10.CO1.5	6th DA.10.CO1.6	7th DA.10.CO1.7	8th DA.10.CO1.8
1. Relate the main idea or content in a dance to one's own experiences.	1. Compare two dances with contrasting themes.	1. Observe movement characteristics observed in a specific dance genre.	1. Compare and contrast movement characteristics found in a variety of dance genres.	1. Relate connections found between different dances.
2. Explain how the main idea of a dance is similar to or different from one's own experiences, ideas, or perspectives.	2. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and personal experiences.	2. Describe differences and similarities about what was observed to one's own movement preferences.	2. Discuss how the movement characteristics communicate meaning and how they relate and/or differ from one's own movement characteristics or values and beliefs.	2. Discuss the relevance of the connections to the development of one's personal perspectives.

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**Anchor Standard 11:** Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Enduring Understanding:** Dance promotes deep knowledge and perspectives about societal, cultural, and historical contexts and promotes learning in other disciplines and areas of study.

**Essential Question:** How does dance relate to society, culture, history, and other disciplines and areas of study?

4th DA.11.CO2.4	5th DA.11.CO2.5	6th DA.11.CO2.6	7th DA.11.CO2.7	8th DA.11.CO2.8
1. Read an article of interest. Choose words from the article and generate movements that symbolize those words.	1. Write a story based on a historical, cultural, or societal issue and create a short dance that captures the essence of the story. Or, interview someone and create a short dance depicting her/his experiences or stories.	1. Relate the basic elements from different art forms with dance elements (e.g., body, relationships, space, time, force).	1. 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.	1. Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.
		2. Create dance movement that integrates elements from different art forms.		2. Use the information to create a dance study that expresses one specific point of view.

## Media Arts Standards Grades 4 – 8

**Anchor Standard 1:** Creating-Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

**Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

4th MA.1.CR1.4	5th MA.1.CR1.5	6th MA.1.CR1.6	7th MA.1.CR1.7	8th MA.1.CR1.8
1. Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.	1. Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.	1. Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.	1. Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping.	1. Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.

**Anchor Standard 2:** Creating-Organize and develop artistic ideas and work.

**Enduring Understanding:** Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

**Essential Question:** How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

4th MA.2.CR2.4	5th MA.2.CR2.5	6th MA.2.CR2.6	7th MA.2.CR2.7	8th MA.2.CR2.8
1. Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.	1. Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.	1. Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.	1. Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.	1. Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.

## Media Arts Standards Grades 4 – 8

**Anchor Standard 3:** Creating-Refine and complete artistic work.

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

**Essential Question:** What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

4th MA.3.CR3.4	5th MA.3.CR3.5	6th MA.3.CR3.6	7th MA.3.CR3.7	8th MA.3.CR3.8
1. Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles, such as balance and contrast.	1. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration.	1. Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective.	1. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.	1. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity.
2. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.	2. Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.	2. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.	2. Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.	2. Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.

## Media Arts Standards Grades 4 – 8

**Anchor Standard 4:** Producing-Develop and refine artistic techniques and work for presentation.

**Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**Essential Question:** How are complex media arts experiences constructed?

4th MA.4.PR1.4	5th MA.4.PR1.5	6th MA.4.PR1.6	7th MA.4.PR1.7	8th MA.4.PR1.8
1. Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media.	1. Create media artworks through the integration of multiple contents and forms, such as a media broadcast.	1. Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance.	1. Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives, such as an interactive video game.	1. Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre.

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**Anchor Standard 5:** Producing-Develop and refine artistic techniques and work for presentation.

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

**Essential Question:** What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools?

4th MA.5.PR2.4	5th MA.5.PR2.5	6th MA.5.PR2.6	7th MA.5.PR2.7	8th MA.5.PR2.8
1. Enact identified roles to practice foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production, and collaboration in media arts productions.	1. Enact various roles to practice fundamental ability in artistic, design, technical, and soft skills, such as formal technique, production, and collaboration in media arts productions.	1. Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks, such as invention, formal technique, production, self-initiative, and problem solving.	1. Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks, such as creative problem solving and organizing.	1. Demonstrate a defined range of artistic, design, technical, and soft skills, through performing specified roles in producing media artworks, such as strategizing and collaborative communication.
2. Practice foundational innovative abilities, such as design thinking, in addressing problems within and through media arts productions.	2. Practice fundamental creative and innovative abilities, such as expanding conventions, in addressing problems within and through media arts productions.	2. Develop a variety of creative and adaptive innovation abilities, such as testing constraints, in developing solutions within and through media arts productions.	2. Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions.	2. Demonstrate a defined range of creative and adaptive innovation abilities, such as divergent solutions and bending conventions, in developing new solutions for identified problems within and through media arts productions.
3. Demonstrate use of tools and techniques in standard and novel ways while constructing media	3. Examine how tools and techniques could be used in standard and experimental ways in	3. Demonstrate adaptability using tools and techniques in standard and	3. Demonstrate adaptability using tools and techniques in standard and	3. Demonstrate adaptability using tools, techniques and content in standard and

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4th MA.5.PR2.4	5th MA.5.PR2.5	6th MA.5.PR2.6	7th MA.5.PR2.7	8th MA.5.PR2.8
artworks.	constructing media artworks.	experimental ways in constructing media artworks.	experimental ways to achieve an assigned purpose in constructing media artworks.	experimental ways to communicate intent in the production of media artworks.

## Media Arts Standards Grades 4 – 8

**Anchor Standard 6:** Producing-Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Media artists purposefully present, share, and distribute media artworks for various contexts.

**Essential Question:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

4th MA.6.PR3.4	5th MA.6.PR3.5	6th MA.6.PR3.6	7th MA.6.PR3.7	8th MA.6.PR3.8
1. Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks.	1. Compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks.	1. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.	1. Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.	1. Design the presentation and distribution of media artworks through multiple formats and/or contexts.
2. Explain results of and improvements for presenting media artworks.	2. Compare results of and improvements for presenting media artworks.	2. Analyze results of and improvements for presenting media artworks.	2. Evaluate the results of and improvements for presenting media artworks, considering impacts on personal growth.	2. Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.

## Media Arts Standards Grades 4 – 8

**Anchor Standard 7:** Responding-Perceive and analyze artistic work.

**Enduring Understanding:** Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**Essential Question:** How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

4th MA.7.RE1.4	5th MA.7.RE1.5	6th MA.7.RE1.6	7th MA.7.RE1.7	8th MA.7.RE1.8
1. Identify, describe, and explain how messages are created by components in media artworks.	1. Identify, describe, and differentiate how message and meaning are created by components in media artworks.	1. Identify, describe, and analyze how message and meaning are created by components in media artworks.	1. Describe, compare, and analyze the qualities of and relationships between the components in media artworks.	1. Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.

**Anchor Standard 8:** Responding-Interpret intent and meaning in artistic work.

**Enduring Understanding:** Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

**Essential Question:** How do people relate to and interpret media artworks?

4th MA.8.RE2.4	5th MA.8.RE2.5	6th MA.8.RE2.6	7th MA.8.RE2.7	8th MA.8.RE2.8
1. Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.	1. Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.	1. Analyze the intent of a variety of media artworks, using given criteria.	1. Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.	1. Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.

## Media Arts Standards Grades 4 – 8

**Anchor Standard 9:** Responding-Apply criteria to evaluate artistic work.

**Enduring Understanding:** Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

**Essential Question:** How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

4th MA.9.RE3.4	5th MA.9.RE3.5	6th MA.9.RE3.6	7th MA.9.RE3.7	8th MA.9.RE3.8
1. Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.	1. Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.	1. Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.	1. Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.	1. Evaluate media art works and production processes with developed criteria, considering context and artistic goals.

## Media Arts Standards Grades 4 – 8

**Anchor Standard 10:** Connecting-Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Media artworks synthesize meaning and form cultural experience.

**Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

4th MA.10.CO1.4	5th MA.10.CO1.5	6th MA.10.CO1.6	7th MA.10.CO1.7	8th MA.10.CO1.8
1. Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.	1. Access and use internal and external resources to create media artworks, such as interests, knowledge, and experiences.	1. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.	1. Access, evaluate and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works.	1. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.

## Media Arts Standards Grades 4 – 8

**Anchor Standard 11:** Connecting-Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

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

**Essential Question:** How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

4th MA.11.CO2.4	5th MA.11.CO2.5	6th MA.11.CO2.6	7th MA.11.CO2.7	8th MA.11.CO2.8
1. Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday and cultural life, such as fantasy and reality, and technology use.	1. Research and show how media artworks and ideas relate to personal, social and community life, such as exploring commercial and information purposes, history, and ethics.	1. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.	1. Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media.	1. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.
2. Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.	2. Examine, discuss and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.	2. Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, and media literacy.	2. Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.	2. Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, media literacy, social media, and virtual worlds.

## Music Standards Grades 4-8

**Anchor Standard 1:** Creating-Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**Essential Question:** How do musicians generate creative ideas?

4th MU.1.CR1.4	5th MU.1.CR1.5	6th MU.1.CR1.6	7th MU.1.CR1.7	8th MU.1.CR1.8
1. Improvise rhythmic, melodic, and <i>harmonic</i> ideas, and <i>explain connection</i> to specific <b>purpose</b> and <b>context</b> (such as <b>social</b> and <b>cultural</b> ).	1. Improvise rhythmic, melodic, and harmonic ideas, and explain <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>social</b> , <b>cultural</b> , and <b>historical</b> ).	1. Generate simple rhythmic, melodic, and harmonic <b>phrases</b> within <b>AB</b> and <b>ABA forms</b> that convey <b>expressive intent</b> .	1. Generate rhythmic, melodic, and harmonic <b>phrases</b> and <i>variations over harmonic accompaniments</i> within <b>AB</b> , <b>ABA</b> , or <b>theme and variation forms</b> that convey <b>expressive intent</b> .	1. Generate rhythmic, melodic and harmonic <b>phrases</b> and <i>harmonic accompaniments</i> within <b>expanded forms</b> (including <i>introductions, transitions, and codas</i> ) that convey <b>expressive intent</b> .
2. Generate <b>musical ideas</b> (such as <b>rhythms</b> , <b>melodies</b> , and <i>simple accompaniment patterns</i> ) within <b>related tonalities</b> (such as <b>major</b> and <b>minor</b> ) and <b>meters</b> .	2. Generate <b>musical ideas</b> (such as <b>rhythms</b> , <b>melodies</b> , and accompaniment patterns) within specific related <b>tonalities</b> , <b>meters</b> , and <i>simple chord changes</i> .			

## Music Standards Grades 4-8

**Anchor Standard 2:** Creating-Organize and develop artistic ideas and work.

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question:** How do musicians make creative decisions?

4th MU.2.CR2.4	5th MU.2.CR2.5	6th MU.2.CR2.6	7th MU.2.CR2.7	8th MU.2.CR2.8
1. <b>Demonstrate</b> selected <i>and organized</i> <b>musical ideas</b> for <i>an improvisation, arrangement, or composition</i> to express <i>intent, and explain connection to purpose and context.</i>	1. <b>Demonstrate</b> selected <i>and developed</i> <b>musical ideas</b> for <i>improvisations, arrangements, or compositions</i> to express <i>intent, and explain connection to purpose and context.</i>	1. Select, organize, construct, and document personal <b>musical ideas</b> for <i>arrangements and compositions</i> within <b>AB</b> or <b>ABA form</b> that <b>demonstrate</b> an effective beginning, middle, and ending, and convey <b>expressive intent.</b>	1. Select, organize, develop and document personal <b>musical ideas</b> for <i>arrangements, songs, and compositions</i> within <b>AB, ABA, or theme and variation forms</b> that <b>demonstrate unity and variety and convey expressive intent.</b>	1. Select, organize, and document personal <b>musical ideas</b> for <i>arrangements, songs, and compositions</i> within <b>expanded forms</b> that <b>demonstrate tension and release, unity and variety, balance,</b> and convey <b>expressive intent.</b>
2. Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal rhythmic, melodic, <i>and simple harmonic</i> <b>musical ideas.</b>	2. Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal rhythmic, melodic, and <i>two-chord</i> harmonic <b>musical ideas.</b>	2. Use <b>standard</b> and/or <b>iconic notation</b> and/or audio/video recording to document personal simple rhythmic <b>phrases</b> , melodic <i>phrases</i> , and <i>two-chord</i> harmonic <b>musical ideas.</b>	2. Use <b>standard</b> and/or <b>iconic notation</b> and/or audio/video recording to document personal simple rhythmic <b>phrases</b> , melodic <i>phrases</i> , and <b>harmonic sequences.</b>	2. Use <b>standard</b> and/or <b>iconic notation</b> and/or audio/video recording to document personal rhythmic <b>phrases</b> , melodic <i>phrases</i> , and <b>harmonic sequences.</b>

## Music Standards Grades 4-8

**Anchor Standard 3:** Creating-Refine and complete artistic work.

**Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

4th MU.3.CR3.4	5th MU.3.CR3.5	6th MU.3.CR3.6	7th MU.3.CR3.7	8th MU.3.CR3.8
1. Evaluate, <b>refine</b> , and document revisions to personal <i>music</i> , applying <b>teacher-provided and collaboratively-developed criteria</b> and feedback to show improvement over time.	1. Evaluate, <b>refine</b> , and document revisions to personal music, applying <b>teacher-provided and collaboratively-developed criteria</b> and feedback, and explain rationale for changes.	1. Evaluate their own work, applying <b>teacher-provided criteria</b> such as <i>application of selected elements of music, and use of sound sources</i> .	1. Evaluate their own work, applying selected <b>criteria</b> such as <i>appropriate application of elements of music</i> including <b>style, form</b> , and use of sound sources.	1. Evaluate their own work by selecting and applying <b>criteria</b> including <i>appropriate application of compositional technique, style, form</i> , and use of sound sources.
		2. Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from their teacher.	2. Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from others (teacher <i>and peers</i> ).	2. Describe the rationale for <b>refining</b> works by explaining the choices, based on evaluation <b>criteria</b> .

## Music Standards Grades 4-8

**Anchor Standard 3:** Creating-Refine and complete artistic work.

**Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication

**Essential Question:** When is creative work ready to share?

4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<p>2. <b>Present</b> the final version of personal created music to others, and <i>explain connection to expressive intent</i>.</p>	<p>2. <b>Present</b> the final version of personal created music to others <i>that demonstrates craftsmanship</i>, and explain <b>connection to expressive intent</b>.</p>	<p>3. <b>Present</b> the final version of their documented personal <b>composition</b> or <b>arrangement</b>, using <b>craftsmanship</b> and originality to demonstrate an effective beginning, middle, and ending, and convey <b>expressive intent</b>.</p>	<p>3. <b>Present</b> the final version of their documented personal <b>composition</b>, song, or <b>arrangement</b>, using <b>craftsmanship</b> and originality to demonstrate <b>unity and variety</b>, and convey <b>expressive intent</b>.</p>	<p>3. <b>Present</b> the final version of their documented personal <b>composition</b>, song, or <b>arrangement</b>, using <b>craftsmanship</b> and originality to demonstrate the application of <b>compositional techniques</b> for creating <b>unity and variety, tension and release</b>, and <i>balance</i> to convey <b>expressive intent</b>.</p>

## Music Standards Grades 4-8

**Anchor Standard 4:** Performing-Select, analyze, and interpret artistic work for presentation.

**Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Essential Question:** How do performers select repertoire?

4th MU.4.PR1.4	5th MU.4.PR1.5	6th MU.4.PR1.6	7th MU.4.PR1.7	8th MU.4.PR1.8
1. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>context</b> , and <b>technical skill</b> .	1. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, and <b>context</b> , as well as <i>their personal and others'</i> <b>technical skill</b> .	1. Apply <b>teacher-provided criteria</b> for selecting music to <b>perform</b> for a specific <b>purpose</b> and/or <b>context</b> , and explain why each was chosen.	1. Apply <b>collaboratively-developed criteria</b> for selecting music of <i>contrasting styles for a program</i> with a specific <b>purpose</b> and/or <b>context</b> and, after discussion, identify <b>expressive qualities, technical challenges</b> , and <i>reasons</i> for choices.	1. Apply <b>personally-developed criteria</b> for selecting <i>music of contrasting styles for a program</i> with a specific <b>purpose</b> and/or <b>context</b> , and explain <b>expressive qualities, technical challenges</b> , and reasons for choices.

## Music Standards Grades 4-8

**Anchor Standard 4:** Performing-Select, analyze, and interpret artistic work for presentation.

**Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

**Essential Question:** How does understanding the structure and context of musical works inform performance?

4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2. <b>Demonstrate</b> understanding of the <b>structure and the elements of music</b> (such as <i>rhythm, pitch, and form</i> ) in music selected for <b>performance</b> .	2. <b>Demonstrate</b> understanding of the <b>structure and the elements of music</b> (such as <i>rhythm, pitch, form, and harmony</i> ) in music selected for <b>performance</b> .	2. <i>Explain</i> how understanding the <b>structure and the elements of music</b> are used in music selected for <b>performance</b> .	2. Explain and <i>demonstrate</i> the <b>structure of contrasting pieces of music</b> selected for <b>performance</b> and how <b>elements of music</b> are used.	2. <i>Compare</i> the <b>structure</b> of contrasting pieces of music selected for <b>performance</b> , explaining how the <b>elements of music</b> are used in each.
3. When analyzing selected music, read and perform using <b>iconic and/or standard notation</b> .	3. When analyzing selected music, read and perform using <b>standard notation</b> .	3. When analyzing selected music, read and identify by name or function standard symbols for <b>rhythm, pitch, articulation, and dynamics</b> .	3. When analyzing selected music, read and identify by name or function standard symbols for <b>rhythm, pitch, articulation, dynamics, tempo, and form</b> .	3. When analyzing selected music, <b>sight-read</b> in <i>treble or bass clef simple rhythmic, melodic, and/or harmonic notation</i> .
4. <i>Explain</i> how <b>context</b> (such as <b>social and cultural</b> ) informs a <b>performance</b> .	4. Explain how <b>context</b> (such as <b>social, cultural, and historical</b> ) informs <b>performances</b> .	4. Identify how <b>cultural and historical context</b> inform <b>performances</b> .	4. Identify how <b>cultural and historical context</b> inform <b>performances</b> and result in <i>different music interpretations</i> .	4. Identify how <b>cultural and historical context</b> inform <b>performances</b> and result in <i>different musical effects</i> .

## Music Standards Grades 4-8

**Anchor Standard 4:** Performing-Select, analyze, and interpret artistic work for presentation.

**Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.

**Essential Question:** How do performers interpret musical works?

4th	5th	6th	7th	8th
<p>5. <b>Demonstrate</b> and <i>explain</i> how <b>intent</b> is conveyed through <i>interpretive decisions</i> and <b>expressive qualities</b> (such as <b>dynamics, tempo,</b> and <b>timbre</b>).</p>	<p>5. <b>Demonstrate</b> and explain how <b>intent</b> is conveyed through interpretive decisions and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre,</b> and <b>articulation/style</b>).</p>	<p>5. <b>Perform</b> a selected piece of music demonstrating how their <b>interpretations</b> of the <b>elements of music</b> and the <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style,</b> and <b>phrasing</b>) convey <b>intent</b>.</p>	<p>5. <b>Perform</b> <i>contrasting pieces</i> of music demonstrating their <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style,</b> and <b>phrasing</b>) convey <b>intent</b>.</p>	<p>5. <b>Perform</b> <i>contrasting pieces of music,</i> demonstrating as well as <i>explaining how the</i> music's <b>intent</b> is conveyed by their <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style,</b> and <b>phrasing</b>).</p>

## Music Standards Grades 4-8

**Anchor Standard 5:** Performing-Develop and refine artistic techniques and work for presentation.

**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their performance?

4th MU.5.PR2.4	5th MU.5.PR2.5	6th MU.5.PR2.6	7th MU.5.PR2.7	8th MU.5.PR2.8
1. Apply <b>teacher-provided</b> and <b>collaboratively developed criteria</b> and feedback to evaluate accuracy <i>and expressiveness of ensemble and personal performances.</i>	1. Apply <b>teacher-provided</b> and <b>established criteria</b> and feedback to evaluate the accuracy and expressiveness of <b>ensemble</b> and personal <b>performances.</b>	1. Identify and apply <b>teacher-provided criteria</b> (such as correct interpretation of notation, <b>technical accuracy</b> , originality, and interest) to rehearse, <b>refine</b> , and determine when a piece is ready to <b>perform.</b>	1. Identify and apply <b>collaboratively-developed criteria</b> (such as demonstrating correct interpretation of notation, <b>technical skill of performer</b> , originality, <i>emotional impact</i> , and interest) to rehearse, <b>refine</b> , and determine when the music is ready to <b>perform.</b>	1. Identify and apply <b>personally-developed criteria</b> (such as demonstrating correct interpretation of notation, <b>technical skill</b> of performer, originality, <i>emotional impact</i> , <b>variety</b> , and interest) to rehearse, <b>refine</b> , and determine when the music is ready to <b>perform.</b>
2. Rehearse to <b>refine technical accuracy</b> and <b>expressive qualities</b> , <i>and address performance challenges.</i>	2. Rehearse to refine <b>technical accuracy</b> and <b>expressive qualities</b> to address challenges, <i>and show improvement over time.</i>			

## Music Standards Grades 4-8

**Anchor Standard 6:** Performing-Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.

**Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

4th MU.6.PR3.4	5th MU.6.PR3.5	6th MU.6.PR3.6	7th MU.6.PR3.7	8th MU.6.PR3.8
1. <b>Perform</b> music, <i>alone or with others</i> , with <b>expression</b> and <b>technical accuracy</b> , and appropriate interpretation.	1. <b>Perform</b> music, alone or with others, with <b>expression, technical accuracy, and</b> appropriate interpretation.	1. <b>Perform</b> the music with <b>technical accuracy</b> to convey the <b>creator's intent</b> .	1. <b>Perform</b> the music with <b>technical accuracy</b> and <i>stylistic expression</i> to convey the <b>creator's intent</b> .	1. <b>Perform</b> the music with <b>technical accuracy, stylistic expression, and culturally authentic practices in music</b> to convey the <b>creator's intent</b> .
2. <b>Demonstrate performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context, venue, and genre</b> .	2. <b>Demonstrate performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context, venue, genre, and style</b> .	2. <b>Demonstrate performance decorum</b> ( <i>such as stage presence, attire, and behavior</i> ) and <b>audience etiquette</b> appropriate for <b>venue</b> and <b>purpose</b> .	2. <b>Demonstrate performance decorum</b> ( <i>such as stage presence, attire, and behavior</i> ) and <b>audience etiquette</b> appropriate for <b>venue, purpose, and context</b> .	2. <b>Demonstrate performance decorum</b> ( <i>such as stage presence, attire, and behavior</i> ) and <b>audience etiquette</b> appropriate for <b>venue, purpose, context, and style</b> .

## Music Standards Grades 4-8

**Anchor Standard 7:** Responding-Perceive and analyze artistic work.

**Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**Essential Question:** How do individuals choose music to experience?

4th MU.5.RE1.4	5th MU.5.RE1.5	6th MU.5.RE1.6	7th MU.5.RE1.7	8th MU.5.RE1.8
1. <b>Demonstrate</b> and <i>explain</i> how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b> , or <b>contexts</b> .	1. <b>Demonstrate</b> and explain, <i>citing evidence</i> , how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b> , or <b>contexts</b> .	1. Select or choose music to listen to and explain the <b>connections</b> to specific interests or experiences for a specific <b>purpose</b> .	1. Select or choose contrasting music to listen to and <i>compare</i> the <b>connections</b> to specific interests or experiences for a specific <b>purpose</b> .	1. Select <b>programs</b> of music (such as a CD mix or live performances) and demonstrate the <b>connections</b> to an interest or experience for a specific <b>purpose</b> .

## Music Standards Grades 4-8

**Anchor Standard 7:** Responding-Perceive and analyze artistic work.

**Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**Essential Question:** How do individuals choose music to experience?

4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2. <b>Demonstrate and explain</b> how responses to music <i>are</i> informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>social</b> and <b>cultural</b> ).	2. <b>Demonstrate</b> and explain, <i>citing evidence</i> , how responses to music are informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>social</b> , <b>cultural</b> , and <i>historical</i> ).	2. Describe how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> of the pieces.	2. <i>Classify and explain</i> how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> of contrasting pieces.	2. <i>Compare</i> how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> <i>within programs</i> of music.
		3. Identify the <b>context</b> of music from a variety of <b>genres</b> , <b>cultures</b> , and <b>historical periods</b> .	3. Identify and <i>compare</i> the <b>context</b> of music from a variety of <b>genres</b> , <b>cultures</b> , and <b>historical periods</b> .	3. Identify and compare the <b>context</b> of <i>programs</i> of music from a variety of <b>genres</b> , <b>cultures</b> , and <b>historical periods</b> .

## Music Standards Grades 4-8

**Anchor Standard 8:** Responding-Interpret intent and meaning in artistic work.

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Essential Question:** How do we discern the musical creators' and performers' expressive intent?

4th MU.8.RE2.4	5th MU.8.RE2.5	6th MU.8.RE2.6	7th MU.8.RE2.7	8th MU.8.RE2.8
<p>1. <b>Demonstrate</b> and <i>explain</i> how the <b>expressive qualities</b> (such as <b>dynamics</b>, <b>tempo</b>, and <b>timbre</b>) are used in performers' and <i>personal interpretations</i> to reflect <b>expressive intent</b>.</p>	<p>1. <b>Demonstrate</b> and explain how the <b>expressive qualities</b> (such as <b>dynamics</b>, <b>tempo</b>, <b>timbre</b>, and <b>articulation</b>) are used in performers' and <i>personal interpretations</i> to reflect <b>expressive intent</b>.</p>	<p>1. Describe a personal <b>interpretation</b> of how creators' and performers' application of the <b>elements of music</b> and <b>expressive qualities</b>, within <b>genres</b> and <b>cultural</b> and <b>historical context</b>, convey <b>expressive intent</b>.</p>	<p>1. Describe a personal <b>interpretation</b> of <i>contrasting</i> works and explain how creators' and performers' application of the <b>elements of music</b> and <b>expressive qualities</b>, within <b>genres</b>, <b>cultures</b>, and <b>historical periods</b>, convey <b>expressive intent</b>.</p>	<p>1. <i>Support</i> personal <b>interpretation</b> of <i>contrasting programs</i> of music and explain how creators' or performers' apply the <b>elements of music</b> and <b>expressive qualities</b>, within <b>genres</b>, <b>cultures</b>, and <b>historical periods</b> to convey <b>expressive intent</b>.</p>

## Music Standards Grades 4-8

**Anchor Standard 9:** Responding-Apply criteria to evaluate artistic work.

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

4th MU.9.RE3.4	5th MU.9.RE3.5	6th MU.9.RE3.6	7th MU.9.RE3.7	8th MU.9.RE3.8
1. Evaluate <b>musical works</b> and <i>performances</i> , applying <b>established criteria</b> , and <i>explain</i> appropriateness to the <b>context</b> .	1. Evaluate <b>musical works</b> and <b>performances</b> , applying <b>established criteria</b> , and explain appropriateness to the <b>context</b> , <i>citing evidence from the <b>elements of music</b></i> .	1. Apply <b><i>teacher-provided</i> criteria</b> to evaluate <b>musical works</b> or <b>performances</b> .	1. Select from <b><i>teacher-provided</i> criteria</b> to evaluate <b>musical works</b> or <b>performances</b> .	1. Apply appropriate <b><i>personally-developed</i> criteria</b> to evaluate <b>musical works</b> or <b>performances</b> .

## Music Standards Grades 4-8

**Anchor Standard 10:** Connecting-Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

4th MU.10.CO1.4	5th MU.10.CO1.5	6th MU.10.CO1.6	7th MU.10.CO1.7	8th MU.10.CO1.8
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1. <b>Demonstrate</b> selected <i>and organized musical ideas for an improvisation, arrangement, or composition</i> to express <i>intent, and explain connection to purpose and context.</i>	1. <b>Demonstrate</b> selected <i>and developed musical ideas for improvisations, arrangements, or compositions</i> to express <i>intent, and explain connection to purpose and context.</i>	1. Select, organize, construct, and document personal <b>musical ideas</b> for <i>arrangements and compositions</i> within <b>AB</b> or <b>ABA form</b> that <b>demonstrate</b> an effective beginning, middle, and ending, and convey <b>expressive intent.</b>	1. Select, organize, develop and document personal <b>musical ideas</b> for <i>arrangements, songs, and compositions</i> within <b>AB, ABA, or theme and variation forms</b> that <b>demonstrate unity and variety</b> and convey <b>expressive intent.</b>	1. Select, organize, and document personal <b>musical ideas</b> for <i>arrangements, songs, and compositions</i> within <b>expanded forms</b> that <b>demonstrate tension and release, unity and variety, and balance,</b> and convey <b>expressive intent.</b>
2. <b>Present</b> the final version of created music for others, and <i>explain connection to expressive intent.</i>	2. <b>Present</b> the final version of created music for others <i>that demonstrates craftsmanship,</i> and explain <b>connection to expressive intent.</b>	2. <b>Present</b> the final version of their documented personal <b>composition or arrangement,</b> using <b>craftsmanship</b> and originality to demonstrate an effective beginning, middle, and ending, and	2. <b>Present</b> the final version of their documented personal <b>composition, song, or arrangement,</b> using <b>craftsmanship</b> and originality to demonstrate <b>unity and variety,</b> and convey <b>expressive intent.</b>	2. <b>Present</b> the final version of their documented personal <b>composition, song, or arrangement,</b> using <b>craftsmanship</b> and originality to demonstrate the application of <b>compositional techniques</b>

**Music Standards  
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4th MU.10.CO1.4	5th MU.10.CO1.5	6th MU.10.CO1.6	7th MU.10.CO1.7	8th MU.10.CO1.8
		convey <b>expressive intent</b> .		for creating <b>unity</b> and <b>variety, tension and release</b> , and <i>balance</i> to convey <b>expressive intent</b> .
3. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>context</b> , and <b>technical skill</b> .	3. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>context</b> , as well as <i>their personal and others' technical skill</i> .	3. Apply <b>teacher-provided criteria</b> for selecting music to <b>perform</b> for a specific <b>purpose</b> and/or <b>context</b> and explain why each was chosen.	3. Apply <b>collaboratively-developed criteria</b> for selecting music <i>of contrasting styles for a program</i> with a specific <b>purpose</b> and/or <b>context</b> and, after discussion, identify <b>expressive qualities, technical challenges</b> , and <i>reasons</i> for choices.	3. Apply <b>personally-developed criteria</b> for selecting <i>music of contrasting styles for a program</i> with a specific <b>purpose</b> and/or <b>context</b> and explain <b>expressive qualities, technical challenges</b> , and reasons for choices.
4. <b>Demonstrate and explain</b> how <b>intent</b> is conveyed through <i>interpretive decisions</i> and <b>expressive qualities</b> (such as <b>dynamics, tempo</b> , and <b>timbre</b> ).	4. <b>Demonstrate</b> and explain how <b>intent</b> is conveyed through interpretive decisions and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, and articulation/style</b> ).	4. <b>Perform</b> a selected piece of music demonstrating how their <b>interpretations</b> of the <b>elements of music</b> and the <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style</b> , and <b>phrasing</b> ) convey <b>intent</b> .	4. <b>Perform contrasting pieces</b> of music demonstrating their personal <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style</b> , and <b>phrasing</b> ) convey <b>intent</b> .	4. <b>Perform contrasting pieces of music, demonstrating as well as explaining</b> how the music's <b>intent</b> is conveyed by their <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style</b> , and <b>phrasing</b> ).

**Music Standards  
Grades 4-8**

4th MU.10.CO1.4	5th MU.10.CO1.5	6th MU.10.CO1.6	7th MU.10.CO1.7	8th MU.10.CO1.8
<p>5. <b>Demonstrate</b> and <i>explain</i> how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b>, or <b>contexts</b>.</p>	<p>5. <b>Demonstrate</b> and explain, <i>citing evidence</i>, how selected music connects to, and is influenced by specific interests, experiences, <b>purposes</b>, or <b>contexts</b>.</p>	<p>5. Select or choose music to listen to and explain the <b>connections</b> to specific interests or experiences for a specific <b>purpose</b>.</p>	<p>5. Select or choose contrasting music to listen to and <i>compare</i> the <b>connection</b> to specific interests or experiences for a specific <b>purpose</b>.</p>	<p>5. Select <b>programs</b> of music (such as a CD mix or live performances) and demonstrate the <b>connections</b> to an interest or experience for a specific <b>purpose</b>.</p>

## Music Standards Grades 4-8

**Anchor Standard 11:** Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

4th MU.11.CO2.4	5th MU.11.CO2.5	6th MU.11.CO2.6	7th MU.11.CO2.7	8th MU.11.CO2.8
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1. Improvise rhythmic, melodic, and <i>harmonic</i> ideas, and <i>explain connection</i> to specific <b>purpose</b> and <b>context</b> (such as <b>social</b> and <i>cultural</i> ).	1. Improvise rhythmic, melodic, and harmonic ideas, and <i>explain connection</i> to specific <b>purpose</b> and <b>context</b> (such as <b>social</b> , <b>cultural</b> , and <i>historical</i> ).	1. Generate simple rhythmic, melodic, and harmonic <i>phrases</i> within <b>AB</b> and <b>ABA forms</b> that convey <b>expressive intent</b> .	1. Generate rhythmic, melodic, and harmonic <b>phrases</b> and <i>variations over harmonic accompaniments</i> within <b>AB</b> , <b>ABA</b> , or <b>theme and variation forms</b> that convey <b>expressive intent</b> .	1. Generate rhythmic, melodic and harmonic <b>phrases and harmonic accompaniments</b> within <b>expanded forms</b> (including <i>introductions, transitions, and codas</i> ) that convey <b>expressive intent</b> .
2. <i>Explain</i> how <b>context</b> (such as <b>social</b> and <i>cultural</i> ) informs a <b>performance</b> .	2. Explain how <b>context</b> (such as <b>social</b> , <b>cultural</b> , and <i>historical</i> ) informs <b>performances</b> .	2. Identify how <b>cultural</b> and <b>historical context</b> inform the <b>performances</b> .	2. Identify how <b>cultural</b> and <b>historical context</b> inform <b>performance</b> and results in <i>different music interpretations</i> .	2. Identify how <b>cultural</b> and <b>historical context</b> inform <b>performance</b> and results in <i>different musical effects</i> .
3. <b>Demonstrate performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context, venue, and</b>	3. <b>Demonstrate performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context, venue, genre,</b>	3. <b>Demonstrate performance decorum</b> (such as <i>stage presence, attire, and behavior</i> ) and <b>audience etiquette</b>	3. <b>Demonstrate performance decorum</b> (such as <i>stage presence, attire, and behavior</i> ) and <b>audience etiquette</b>	3. <b>Demonstrate performance decorum</b> (such as <i>stage presence, attire, and behavior</i> ) and <b>audience etiquette</b>

**Music Standards  
Grades 4-8**

4th MU.11.CO2.4	5th MU.11.CO2.5	6th MU.11.CO2.6	7th MU.11.CO2.7	8th MU.11.CO2.8
<i>genre.</i>	<i>and style.</i>	appropriate for <b>venue</b> and <b>purpose.</b>	appropriate for <b>venue, purpose, and context.</b>	appropriate for <b>venue, purpose, context, and style.</b>
4. <b>Demonstrate and explain</b> how responses to music <i>are</i> informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>social</b> and <b>cultural</b> ).	4. <b>Demonstrate</b> and explain, <i>citing evidence</i> , how responses to music are informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>social, cultural, and historical</b> ).	4. Identify the <b>context</b> of music from a variety of <b>genres, cultures, and historical periods.</b>	4. Identify and <i>compare</i> the <b>context</b> of music from a variety of <b>genres, cultures, and historical periods.</b>	4. Identify and compare the <b>context</b> of <b>programs</b> of music from a variety of <b>genres, cultures, and historical periods.</b>
5. Evaluate <b>musical works</b> and <b>performances</b> , applying <b>established criteria</b> , and <i>explain</i> appropriateness to the <b>context.</b>	5. Evaluate <b>musical works</b> and <b>performances</b> , applying <b>established criteria</b> , and explain appropriateness to the <b>context</b> , <i>citing evidence from the elements of music.</i>	5. Apply <b>teacher-provided criteria</b> to evaluate <b>musical works</b> or <b>performances.</b>	5. Select from <b>teacher-provided criteria</b> to evaluate <b>musical works</b> or <b>performances.</b>	5. Apply appropriate <b>personally-developed criteria</b> to evaluate <b>musical works</b> or <b>performances.</b>

## Theatre Standards Grades 4-8

**Anchor Standard 1:** Creating-Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Theatre artists rely on intuition, curiosity, and critical inquiry.

**Essential Question:** What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

4th TH.1.CR1.4	5th TH.1.CR1.5	6th TH.1.CR1.6	7th TH.1.CR1.7	8th TH.1.CR1.8
1. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.	1. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.	1. Identify possible solutions to staging challenges in a drama/theatre work.	1. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.	1. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.
2. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.	2. Propose design ideas that support the story and given circumstances in a drama/theatre work.	2. Identify solutions to design challenges in a drama/theatre work.	2. Explain and present solutions to design challenges in a drama/theatre work.	2. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.
3. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.	3. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/theatre work.	3. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.	3. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.	3. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

## Theatre Standards Grades 4-8

**Anchor Standard 2:** Creating-Organize and develop artistic ideas and work.

**Enduring Understanding:** Theatre artists work to discover different ways of communicating meaning.

**Essential Question:** How, when, and why do theater artists' choices change?

4th TH.2.CR2.4	5th TH.2.CR2.5	6th TH.2.CR2.6	7th TH.2.CR2.7	8th TH.2.CR2.8
1. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.	1. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.	1. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.	1. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.	1. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.
2. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.	2. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.	2. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.	2. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.	2. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

## Theatre Standards Grades 4-8

**Anchor Standard 3:** Creating-Refine and complete artistic work.

**Enduring Understanding:** Theatre artists refine their work and practice their craft through rehearsal.

**Essential Question:** How do theatre artists transform and edit their initial ideas?

4th TH.3.CR3.4	5th TH.3.CR3.5	6th TH.3.CR3.6	7th TH.3.CR3.7	8th TH.3.CR3.8
1. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.	1. Revise and improve an improvised or scripted drama/theatre work through repetition and self- review.	1. Articulate and examine choices to refine a devised or scripted drama/theatre work.	1. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.	1. Use repetition and analysis in order to revise devised or scripted drama/theatre work.
2. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.	2. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.	2. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	2. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	2. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.
3. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	3. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	3. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.	3. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.	3. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.

## Theatre Standards Grades 4-8

**Anchor Standard 4:** Performing-Select, analyze, and interpret artistic work for presentation.

**Enduring Understanding:** Theatre artists make strong choices to effectively convey meaning.

**Essential Question:** Why are strong choices essential to interpreting a drama or theatre piece?

4th TH.4.PR1.4	5th TH.4.PR1.5	6th TH.4.PR1.6	7th TH.4.PR1.7	8th TH.4.PR1.8
1. Modify the dialogue and action to change the story in a drama/theatre work.	1. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.	1. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.	1. Consider various staging choices to enhance the story in a drama/theatre work.	1. Explore different pacing to better communicate the story in a drama/theatre work.
2. Make physical choices to develop a character in a drama/theatre work.	2. Use physical choices to create meaning in a drama/theatre work.	2. Experiment with various physical choices to communicate character in a drama/theatre work.	2. Use various character objectives in a drama/theatre work.	2. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

## Theatre Standards Grades 4-8

**Anchor Standard 5:** Performing-Develop and refine artistic techniques and work for presentation.

**Enduring Understanding:** Theatre artists develop personal processes and skills for a performance or design.

**Essential Question:** What can I do to fully prepare a performance or technical design?

4th TH.5.PR2.4	5th TH.5.PR2.5	6th TH.5.PR2.6	7th TH.5.PR2.7	8th TH.5.PR2.8
1. Practice selected exercises that can be used in a group setting for drama/theatre work.	1. Choose acting exercises that can be applied to a drama/theatre work.	1. Recognize how acting exercises and techniques can be applied to a drama/theatre work.	1. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.	1. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.
2. Propose the use of technical elements in a drama/theatre work.	2. Demonstrate the use of technical elements in a drama/theatre work.	2. Articulate how technical elements are integrated into a drama/ theatre work.	2. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.	2. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.

## Theatre Standards Grades 4-8

**Anchor Standard 6:** Performing-Develop and refine artistic techniques and work for presentation.

**Enduring Understanding:** Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

**Essential Question:** What happens when theatre artists and audiences share a creative experience?

4th TH.6.PR3.4	5th TH.6.PR3.5	6th TH.6.PR3.6	7th TH.6.PR3.7	8th TH.6.PR3.8
1. Share small-group drama/theatre work, with peers as audience.	1. Present drama/theatre work informally to an audience.	1. Adapt a drama/theatre work and present it informally for an audience.	1. Participate in rehearsals for a drama/theatre work that will be shared with an audience.	1. Perform a rehearsed drama/theatre work for an audience.

## Theatre Standards Grades 4-8

**Anchor Standard 7:** Responding-Perceive and analyze artistic work.

**Enduring Understanding:** Theatre artists reflect to understand the impact of drama processes and theatre experiences.

**Essential Question:** How do theatre artists comprehend the essence of drama processes and theatre experiences?

4th TH.7.RE1.4	5th TH.7.RE1.5	6th TH.7.RE1.6	7th TH.7.RE1.7	8th TH.7.RE1.8
1. Identify artistic choices made in a drama/theatre work through participation and observation.	1. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.	1. Describe and record personal reactions to artistic choices in a drama/theatre work.	1. Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.	1. Apply criteria to the evaluation of artistic choices in a drama/theatre work.

## Theatre Standards Grades 4-8

**Anchor Standard 8:** Responding-Interpret intent and meaning in artistic work.

**Enduring Understanding:** Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

**Essential Question:** How can the same work of art communicate different messages to different people?

4th TH.8.RE2.4	5th TH.8.RE2.5	6th TH.8.RE2.6	7th TH.8.RE2.7	8th TH.8.RE2.8
1. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.	1. Justify responses based on personal experiences when participating in or observing a drama/theatre work.	1. Explain how artists make choices based on personal experience in a drama/theatre work.	1. Identify the artistic choices made based on personal experience in a drama/theatre work.	1. Recognize and share artistic choices when participating in or observing a drama/theatre work.
2. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.	2. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.	2. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.	2. Describe how cultural perspectives can influence the evaluation of drama/theatre work.	2. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.
3. Identify and discuss physiological changes connected to emotions in drama/ theatre work.	3. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.	3. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.	3. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.	3. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.

## Theatre Standards Grades 4-8

**Anchor Standard 9:** Responding-Apply criteria to evaluate artistic work.

**Enduring Understanding:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

**Essential Question:** How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

4th TH.9.RE3.4	5th TH.9.RE3.5	6th TH.9.RE3.6	7th TH.9.RE3.7	8th TH.9.RE3.8
1. Propose a plan to evaluate drama/theatre work.	1. Develop and implement a plan to evaluate drama/theatre work.	1. Use supporting evidence and criteria to evaluate drama/theatre work.	1. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.	1. Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.
2. Investigate how technical elements may support a theme or idea in a drama/theatre work.	2. Assess how technical elements represent the theme of a drama/theatre work.	2. Apply the production elements used in a drama/theatre work to assess aesthetic choices.	2. Consider the aesthetics of the production elements in a drama/theatre work.	2. Apply the production elements used in a drama/theatre work to assess aesthetic choices.
3. Observe how a character's choices impact an audience's perspective in a drama/theatre work.	3. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.	3. Identify a specific audience or purpose for a drama/theatre work.	3. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.	3. Assess the impact of a drama/theatre work on a specific audience.

## Theatre Standards Grades 4-8

**Anchor Standard 10:** Connecting-Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

**Essential Question:** What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

4th Th.10.CO1.4	5th Th.10.CO1.5	6th Th.10.CO1.6	7th Th.10.CO1.7	8th Th.10.CO1.8
1. Identify the ways drama/theatre work reflects the perspectives of a community or culture.	1. Explain how drama/theatre connects oneself to a community or culture.	1. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.	1. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.	1. Examine a community issue through multiple perspectives in a drama/theatre work.

## Theatre Standards Grades 4-8

**Anchor Standard 11:** Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Enduring Understanding:** Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

**Essential Question:** In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

4th TH.11.CO2.4	5th TH.11.CO2.5	6th TH.11.CO2.6	7th TH.11.CO2.7	8th TH.11.CO2.8
1. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.	1. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.	1. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.	1. Research and discuss how a playwright might have intended a drama/theatre work to be produced.	1. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.
2. Compare the drama/theatre conventions of a given time period with those of the present.	2. Identify historical sources that explain drama/theatre terminology and conventions.	2. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.	2. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.	2. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

## Visual Arts Standards Grades 4-8

**Anchor Standard 1:** Creating-Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Creative ideas develop out of life experiences and are explored utilizing inquiry methods including observation, research and experimentation. Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking established conventions, in pursuit of creative art making goals.

**Essential Question:** What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risk? How does collaboration expand the creative process? How does knowing the contexts of histories and traditions of art forms 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 aesthetic investigations?

4th VA.1.CR1.4	5th VA.1.CR1.5	6th VA.1.CR1.6	7th VA.1.CR1.7	8th VA.1.CR1.8
1. Generate and research ideas for artwork that draw upon specific moods, feelings, or themes.	1. Generate ideas for an artwork based on cultural influences or social issues.	1. Formulate an artistic investigation of personally relevant content for creating art.	1. Use a variety of strategies to formulate an idea bank of current interests and concerns that could be explored through artistic inquiry.	1. Collaboratively identify and elaborate on contemporary themes in the local and global community that could be explored in art making.
2. Imagine and articulate numerous approaches for composition.	2. Use formal and conceptual vocabularies of art and design to describe a work of art (e.g. elements & principles of design).	2. Imagine, research, and articulate numerous approaches in generating ideas for content and composition.	2. Use creative methods such as envisioning, intuition, play, modeling, and improvisation to discover the technical characteristics and expressive possibilities of various media.	2. Use contextual research to generate ideas and to produce a work of art that demonstrates understanding of artistic techniques and organizational structures.
3. Constructively use, explore and manipulate materials and organizational principles to create a work of art that communicates an idea.	3. Constructively design and manipulate materials, organizational and compositional elements to make meaning in a work of art.	3. Persist through and learn from challenging artistic investigations throughout the art-making process to develop technical skills.	3. Persist through and learn from challenging artistic investigations throughout the art-making process to develop technical skills.	3. Individually and/or collaboratively design an object or art work that is based on a need, theme, or aesthetics that demonstrates developing technical skill.
				4. Document early stages

**Visual Arts Standards  
Grades 4-8**

4th VA.1.CR1.4	5th VA.1.CR1.5	6th VA.1.CR1.6	7th VA.1.CR1.7	8th VA.1.CR1.8
				of the creative process visually and verbally in traditional or new media.

## Visual Arts Standards Grades 4-8

**Anchor Standard 2:** Creating-Organize and develop artistic ideas and work.

**Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Clarity of visual organization supports effective communication.

**Essential Question:** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? 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? How do artists appropriately use other’s images and ideas? What responsibilities come with the freedom to create? 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? How does art and design communicate stories and ideas?

4th VA.2.CR2.4	5th VA.2.CR2.5	6th VA.2.CR2.6	7th VA.2.CR2.7	8th VA.2.CR2.8
1. Explore art-making techniques and approaches that reflect consideration to form and structure (i.e. organizational principles and expressive features).	1. Experiment and develop skills in multiple art-making techniques and approaches that reflect knowledge of form and structure (i.e. organizational principles and expressive features).	1. Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design with attention to quality craftsmanship and organizational structures (i.e. elements & principles of design).	1. Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art and design with attention to quality craftsmanship and organizational structures (i.e. elements & principles of design).	1. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making and designing with attention to quality craftsmanship and organizational structures (i.e. elements & principles of design, composition).
2. When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.	2. Demonstrate quality craftsmanship through care for and use materials, tools, and equipment.	2. Explain environmental implications of conservation, care, and cleanup of art materials, tools, and equipment.	2. Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social	2. Demonstrate awareness of practices, issues and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to

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4th VA.2.CR2.4	5th VA.2.CR2.5	6th VA.2.CR2.6	7th VA.2.CR2.7	8th VA.2.CR2.8
			media, and other communication formats.	creating works of art and design.
3. Document, describe, and represent regional/state environments and histories.	3. Identify, describe, and visually document objects of personal significance.	3. Design or redesign objects, places, or systems that meet the identified needs of diverse users through complete documentation of the artistic process.	3. Apply visual organization strategies to design and produce a work of art that clearly communicates a message and produces a body of evidence that documents the process.	3. Select, organize, and design images and works to make visually clear and compelling compositions that demonstrate appropriate technical and expressive attributes.
4. Collect a body of evidence that documents the artistic process.	4. Show a body of evidence that documents the artistic process.	4. Review the ethical responsibility of posting and sharing images and other materials on the Internet, through social media and other communication.	4. Demonstrate awareness of practices, issues and ethics of appropriation, fair use, copyright, open source, and creative commons.	4. Organize, present, and document a body of evidence that demonstrates the artistic process from start to finish.

## Visual Arts Standards Grades 4-8

**Anchor Standard 3:** Creating-Refine and complete artistic work.

**Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

**Essential Question:** 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 help us experience it more fully and develop it more completely?

4th VA.3.CR3.4	5th VA.3.CR3..5	6th VA.3.CR3.6	7th VA.3.CR3.7	8th VA.3.CR3.8
1. Revise artwork in progress on the basis of insights gained through instructor feedback and peer discussion.	1. Refine and adapt art works in consideration of audience, and the context of the work with consideration to developing technical skills and organizational principles.	1. Refine and adapt art works in consideration of audience, and the context of the work with consideration to developing technical skills and organizational principles.	1. Refine and adapt art works in consideration of the audience, and the context of the work with consideration to developing technical skills and organizational principles.	1. Refine and adapt art works in consideration of the audience, and context of the work with consideration to developing technical skills and organizational principles.
2. Choose from among experimental approaches and techniques to determine the most effective solution.	2. Choose from multiple approaches and techniques to determine the most effective solution.	2. Choose from among experimental approaches and techniques to determine the most effective solution.	2. Choose from among experimental approaches and techniques to determine the most effective solution.	2. Analyze and reflect on how the elements and principles of design and other experimental approaches are working to convey the artistic intention and make necessary adjustments for the most effective solution.
3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.	3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.	3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.	3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.	3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.

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4th VA.3.CR3.4	5th VA.3.CR3.5	6th VA.3.CR3.6	7th VA.3.CR3.7	8th VA.3.CR3.8
	4. Write an artist statement utilizing art vocabularies demonstrating choices made in art-making.	4. Reflect on whether one's artwork conveys the intended meaning and revise accordingly.	4. Reflect on and explain important information about personal artwork in an artist statement or another format.	4. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

## Visual Arts Standards Grades 4-8

**Anchor Standard 4:** Presenting-Analyze, interpret and select artistic work for presentation.

**Enduring Understanding:** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

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

4th VA.4.PR1.4	5th VA.4.PR1.5	6th VA.4.PR1.6	7th VA.4.PR1.7	8th VA.4.PR1.8
1. Select artworks to put into their portfolio and explain why they chose those specific works.	1. Select artworks to put into their portfolio and explain why they chose those specific works.	1. Individually or collaboratively plan, prepare, and present selected works for display and include informational materials for the viewer.	1. Individually or collaboratively plan, prepare, and present selected works for display and include informational materials for the viewer.	1. Individually or collaboratively plan, prepare, and present selected works for display and include informational materials for the viewer.
2. Collect and organize a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook, digital format).	2. Collect and organize a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook, digital format).	2. Present and defend a body of evidence that shows the artistic process and prepare it for presentation (e.g. sketchbook, portfolio, digital format).	2. Present and defend a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook, digital format).	2. Present and defend a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook, digital format).
3. Write an artist's statement that reflects their learning.	3. Write an artist's statement that reflects their learning.	3. Write an artist statement that includes artistic intention, processes, and specialized language.	3. Write an artist statement that includes artistic intention, processes, and specialized language.	3. Write an artist statement that includes artistic intention, processes, and specialized language.
		4. Compare and contrast the safe and effective use of materials and techniques for preparing and presenting artwork.	4. Compare and contrast the safe and effective use of materials and techniques for preparing and presenting artwork.	4. Compare and contrast the safe and effective use of materials and techniques for preparing and presenting artwork.

## Visual Arts Standards Grades 4-8

**Anchor Standard 5:** Presenting-Develop and refine artistic techniques and work for presentation.

**Enduring Understanding:** 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 cultivating appreciation and understanding.

**Essential Question:** What is an exhibition space? 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?

4th VA.5.PR2.4	5th VA.5.PR2.5	6th VA.5.PR2.6	7th VA.5.PR2.7	8th VA.5.PR2.8
1. Compare and contrast how art exhibited in and outside of school in museums, galleries, and other venues, including virtual spaces, contributes to the community and personal experience.	1. Cite evidence about how an exhibition in a museum or other venue presents an idea and provides information about a specific concept or topic.	1. Compare and contrast the experience of viewing art in different venues including virtual spaces (e.g. galleries, public spaces, museums).	1. Compare and contrast the experience of viewing art in different venues including virtual spaces (e.g. galleries, public spaces, museums).	1. Compare and contrast the experience of viewing art in different venues including virtual spaces (e.g. galleries, public spaces, museums).
2. Identify and explain how and where different cultures record and illustrate stories and history of life through art.	2. Compare and contrast how art exhibited in and outside of school in museums, galleries, and other venues, including virtual spaces affect the personal experience.	2. Understand why and how an exhibition or artworks may influence ideas, beliefs, and experiences.	2. Summarize and explain why and how an exhibition or artworks may influence ideas, beliefs and experiences.	2. Summarize and analyze why and how an exhibition or artworks may influence ideas, beliefs and experiences.
	3. Identify and explain how and where different cultures record and illustrate stories and history of life through art.	3. Understand how art reflects the history and values of an individual and community due to social, cultural, and political experiences (i.e. murals, street art).	3. Summarize and explain how art reflects the history and values of an individual and community due to social, cultural, and political experiences (i.e. murals, street art).	3. Summarize and analyze how art reflects the history and values of an individual and community due to social, cultural, and political experiences (i.e. murals, street art).

## Visual Arts Standards Grades 4-8

**Anchor Standard 6:** Presenting-Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

**Essential Question:** Why do people value objects, artifacts, and artworks, and select them for presentation? What criteria, methods and processes are used to select work for presentation or preservation? How are artworks cared for and by whom?

4th VA.6.PR3.4	5th VA.6.PR3.5	6th VA.6.PR3.6	7th VA.6.PR3.7	8th VA.6.PR3.8
1. Select art objects for personal portfolio and display and explain why they were chosen.	1. Select art objects for personal portfolio and display and explain why they were chosen.	1. Select art objects for personal portfolio and display and explain choices.	1. Select art objects for personal portfolio and display and explain choices.	1. Select art objects for personal portfolio and display and explain choices.
2. Explain why some objects, artifacts, and artworks are preferred.	2. Explain why some objects, artifacts, and artworks are preferred.	2. Discuss the roles and responsibilities of a curator, understanding the skills and knowledge needed in presenting objects, artifacts, and artwork.	2. Discuss the roles and responsibilities of a curator, understanding the skills and knowledge needed in preserving and presenting objects, artifacts, and artwork.	2. Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
3. Investigate possibilities and limitations of a variety of spaces, including electronic, for exhibiting artwork.	3. Select and analyze possibilities and limitations of a variety of spaces, including electronic, for exhibiting artwork.	3. Understand the similarities and differences associated in presenting two-dimensional, three-dimensional, and digital artwork.	3. Understand similarities and differences associated in presenting two-dimensional, three-dimensional, and digital artwork.	3. Analyze similarities and differences associated in presenting two-dimensional, three-dimensional, and digital artwork.
4. Understand and examine how past, present, and emerging technologies have impacted the preservation	4. Examine and analyze how past, present, and emerging technologies have impacted the preservation and		4. Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	4. Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

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4th VA.6.PR3.4	5th VA.6.PR3.5	6th VA.6.PR3.6	7th VA.6.PR3.7	8th VA.6.PR3.8
and presentation of artwork.	presentation of artwork.			

## Visual Arts Standards Grades 4-8

**Anchor Standard 7:** Responding-Perceive and analyze artistic work.

**Enduring Understanding:** 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.

**Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

4th VA.7.RE1.4	5th VA.7.RE1.5	6th VA.7.RE1.6	7th VA.7.RE1.7	8th VA.7.RE1.8
1. Distinguish between different types of art (i.e. 2D & 3D) and determine messages communicated.	1. Describe visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design).	1. Describe visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design).	1. Describe visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design).	1. Describe visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design).
2. Describe visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design).	2. Using art vocabulary, analyze the components used in visual imagery to convey a message.	2. Using art vocabulary, analyze the components used in visual imagery to convey a message.	2. Using art vocabulary, analyze the components used in visual imagery to convey a message.	2. Using art vocabulary, analyze the components used in visual imagery to convey a message.
3. Using art vocabulary, analyze the components in visual imagery used that convey a message.	3. Identify and analyze cultural associations suggested by visual imagery.	3. Analyze ways that visual components and cultural associations suggested by visual imagery are used to influence ideas, emotions and actions.	3. Analyze ways that visual components and cultural associations suggested by visual imagery are used to influence ideas, emotions and actions.	3. Compare and contrast different media and contexts in which viewers encounter images that influence ideas, emotions and actions.

## Visual Arts Standards Grades 4-8

**Anchor Standard 8:** Responding-Interpret intent and meaning in artistic work.

**Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.

**Essential Question:** What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art in the context of visual literacy? How does knowing and using visual art vocabularies help us understand and interpret works of art?

4th VA.8.RE2.4	5th VA.8.RE2.5	6th VA.8.RE2.6	7th VA.8.RE2.7	8th VA.8.RE2.8
1. Interpret art by referring to contextual information and analyzing relevant subject matter, formal art elements, and use of media.	1. Interpret art by analyzing the composition, contextual information, subject matter, formal art elements, and use of media to identify ideas and mood conveyed.	1. Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, composition, formal art elements, and use of media to identify ideas and mood conveyed.	1. Interpret art by analyzing art-making approaches, formal art elements, composition, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	1. Interpret art by analyzing how the interaction of subject matter, formal art elements, composition, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

## Visual Arts Standards Grades 4-8

**Anchor Standard 9:** Responding-Apply criteria to evaluate artistic work.

**Enduring Understanding:** People evaluate art based on various criteria.

**Essential Question:** 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?

4th VA.9.RE3.4	5th VA.9.RE3.5	6th VA.9.RE3.6	7th VA.9.RE3.7	8th VA.9.RE3.8
1. Use art vocabulary to express preferences about an artwork.	1. Use art vocabulary to express preferences about an artwork.	1. Use art vocabulary to express preferences about an artwork.	1. Use art vocabulary to express preferences about an artwork.	1. Use art vocabulary to express preferences about an artwork.
2. Using visual evidence, apply given criteria to evaluate more than one work of art (e.g. artistic styles, genres and media, historical and cultural contexts).	2. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media, as well as cultural and historical contexts.	2. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as cultural and historical contexts.	2. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as cultural and historical contexts.	2. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as cultural and historical contexts.
			3. Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on established criteria.	3. Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on established criteria.
				4. Create a convincing and logical argument to support an evaluation of art.

## Visual Arts Standards Grades 4-8

**Anchor Standard 10:** Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

**Essential Question:** How does engaging in creating 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?

4th VA.10.CO1.4	5th VA.10.CO1.5	6th VA.10.CO1.6	7th VA.10.CO1.7	8th VA.10.CO1.8
1. Create works of art that reflect community cultural traditions.	1. Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.	1. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.	1. Create visual documentation of places and times in which people make and experience art or design in a community (e.g. visual and contextual research, sketches, photographs).	1. Combine and explain visual documentation of places and times in which people make and experience art or design in a community (e.g. visual and contextual research, sketches, photographs).
2. Examine and apply personal and external resources, such as interests, research, and cultural understanding, to create artwork.	2. Examine and apply internal and external resources to create meaningful artwork that reflects interests, knowledge, research, and cultural understanding.	2. Access, evaluate and use internal and external resources, such as knowledge, experiences, interests, and research to create artwork.	2. Access, evaluate and use internal and external resources, such as knowledge, experiences, interests, and research and exemplary works to create artwork.	2. Access, evaluate and use internal and external resources, such as cultural and social knowledge, experiences, interests, and research and exemplary works.

## Visual Arts Standards Grades 4-8

**Anchor Standard 11:** Connecting-Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

**Essential Question:** 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 society? How do ethics play a role in art and the creative process? How does art preserve aspects of life?

4th VA.11.CO2.4	5th VA.11.CO2.5	6th VA.11.CO2.6	7th VA.11.CO2.7	8th VA.11.CO2.8
1. Recognize that responses to art change depending on knowledge of the time and place in which it was made, cultural influences and global perspectives.	1. Identify how art is used to inform, shape and change beliefs, values, and behaviors of an individual and society with consideration to cultural influences and global contexts.	1. Analyze how art is used to inform, shape and change beliefs, values, and behaviors of an individual and society with consideration to cultural influences and global contexts.	1. Compare and contrast how art is used to inform, shape and change beliefs, values, and behaviors of an individual and society with consideration to cultural influences and global contexts.	1. Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity (e.g. significant historical events, propaganda, spiritual traditions).
2. Explain verbally and/or in writing how artwork and ideas reflect every day and cultural life (e.g. fantasy and reality, history, technology, popular culture).	2. Examine and discuss ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright).	2. Examine, discuss, and explain ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacy).	2. Examine, discuss, and explain ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacy).	2. Examine, discuss, explain, and apply ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacy).