

STATE GOAL 25: Know the language of the arts.

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

A. Understand the sensory elements, organizational principles and expressive qualities of the arts.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
<p>25.A.1a Dance: Identify the elements of personal and shared space, direction in space, quick and slow speed, firm and fine force; the principles of AB choreographic form and sequence; and the expressive qualities of mood and emotion.</p>	<p>25.A.2a Dance: Identify and describe the elements of pathways, level, focus, range in space, sustained and percussive qualities of speed; the principles of ABA and round choreographic form, contrast and repetition; and the expressive qualities of mood and emotion.</p>	<p>25.A.3a Dance: Describe how elements are combined and contrasted; identify the principles of transition, variety and balance; and the expressive qualities of movement.</p>	<p>25.A.4 Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts.</p>	<p>25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.</p>
<p>25.A.1b Drama: Understand the elements of acting, locomotor and nonlocomotor movement, vocal and nonvocal sound, story making; the principles of plot, character, setting, problem/resolution and message; and the expressive characteristics of simple emotions.</p>	<p>25.A.2b Drama: Understand the elements of acting, scripting, speaking, improvising, physical movement, gesture, and picturization (shape, line, and level); the principles of conflict/resolution and theme; and the expressive characteristics of mood and dynamics.</p>	<p>25.A.3b Drama: Understand how the elements of acting, directing, playwriting and designing combine with the principles of tension, rhythm, pattern, unity, balance, repetition and idea to communicate.</p>		
<p>25.A.1c Music: Identify differences in elements and expressive qualities (e.g., between fast and slow tempo; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, tone color or timbre, and beat).</p>	<p>25.A.2c Music: Identify elements and expressive qualities such as tone color, harmony, melody, form (rondo, theme and variation), rhythm/meter and dynamics in a variety of musical styles.</p>	<p>25.A.3c Music: Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando).</p>		

<p>25.A.1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.</p>	<p>25.A.2d Visual Arts: Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.</p>	<p>25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.</p>		
		<p>25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.</p>		

B. Understand the similarities, distinctions and connections in and among the arts.

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

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

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

A. Understand processes, traditional tools and modern technologies used in the arts.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
26.A.1a Dance: Understand that the body is the primary tool of dance and identify secondary tools (e.g., pictures, visual aids, words, props and recordings).	26.A.2a Dance: Describe processes (e.g., conditioning, practicing) used to prepare the body as a tool of dance and how visual aids, stories, poetry, props, music and technology are used for performance of dance.	26.A.3a Dance: Describe how body actions, types of accompaniment, lighting, costuming and processes (e.g., reordering and refining) influence the expressive qualities of dance.	26.A.4a Dance: Analyze how resources, technologies and processes are combined to express meaning in dance and evaluate expressive content, stylistic differences and aspects of production.	26.A.5 Common for all four arts: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.
26.A.1b Drama: Understand the tools of body, mind, voice and simple visual/aural media and the processes of planning, practicing and collaborating used to create or perform drama/theatre.	26.A.2b Drama: Describe various ways the body, mind and voice are used with acting, scripting and staging processes to create or perform drama/theatre.	26.A.3b Drama: Describe the use of the primary tools (body, mind and voice) and the support tools (costumes, scenery, props, lights, make-up, sound) to convey an idea through acting, playwriting and designing a drama or theatre activity.	26.A.4b Drama: Understand how the primary tools, support tools and creative processes (researching, auditioning, designing, directing, rehearsing, refining, presenting) interact and shape drama, theatre and film production.	
26.A.1c Music: Identify a variety of sounds and sound sources (e.g., instruments, voices and environmental sounds).	26.A.2c Music: Classify musical sound sources into groups (e.g., instrumental families, vocal ranges, solo/ensembles).	26.A.3c Music: Describe the processes involved in composing, conducting and performing.	26.A.4c Music: Analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing.	
26.A.1d Music: Relate symbol systems (e.g., icons, syllables, numbers and letters) to musical sounds.	26.A.2d Music: Read and interpret the traditional music notation of note values and letter names.	26.A.3d Music: Read and interpret traditional music notation in a varied repertoire.	26.A.4d Music: Demonstrate the ability to read written notation for a vocal or instrumental part.	
26.A.1e Visual Arts: Identify media and tools and how to use them in a safe and responsible manner when painting, drawing and constructing.	26.A.2e Visual Arts: Describe the relationships among media, tools/technology and processes.	26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.	26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.	

	26.A.2f Visual Arts: Understand the artistic processes of printmaking, weaving, photography and sculpture.			
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B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
26.B.1a Dance: Perform basic locomotor, non-locomotor movements and traditional dance forms and create simple dance sequences.	26.B.2a Dance: Demonstrate control, coordination, balance, elevation and accuracy in rhythmic response and awareness of choreographic form.	26.B.3a Dance: Demonstrate body alignment; movement from center; awareness of accent, meter and phrasing; and step patterns from different dance styles and forms.	26.B.4a Dance: Create and perform a composition communicating clear and focused ideas based on planning, research and complex problem solving related to specific guidelines.	26.B.5 Common for all four arts: Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.
26.B.1b Drama: Demonstrate individual skills (e.g., vocalizing, listening, moving, observing, concentrating) and group skills (e.g., decision making, planning, practicing, spacing) necessary to create or perform story elements and characterizations.	26.B.2b Drama: Demonstrate actions, characters, narrative skills, collaboration, environments, simple staging and sequence of events and situations in solo and ensemble dramas.	26.B.3b Drama: Demonstrate storytelling, improvising and memorizing scripted material supported by simple aural and visual effects and personal background knowledge needed to create and perform in drama/theatre.	26.B.4b Drama: Create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, props).	
26.B.1c Music: Sing or play on classroom instruments a variety of music representing diverse cultures and styles.	26.B.2c Music: Sing or play acoustic or electronic instruments demonstrating technical skill.	26.B.3c Music: Sing or play with expression and accuracy a variety of music representing diverse cultures and styles.	26.B.4c Music: Create and perform music of challenging complexity and length with expression.	
26.B.1d Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.	26.B.2d Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.	26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.	26.B.4d Visual Arts: Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.	

STATE GOAL 27: Understand the role of the arts in civilizations, past and present.

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

A. Analyze how the arts function in history, society and everyday life.

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

B. Understand how the arts shape and reflect history, society and everyday life.

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