

# Grades 9, 10, 11, 12

Adopted 2007

**Disciplinary Literacy - Dance: Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.**

## **A1 Terminology**

Students apply accumulated knowledge of dance composition, dynamics, and terminology to describe and perform dances with greater complexity and variation

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## **A2 Space**

Students apply space concepts in an original repeatable, choreographed piece.

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## **A3 Time**

Students identify and move to rhythms of various genres.

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## **A4 Energy**

Students incorporate energy qualities into a choreographed piece as a solo, small group, or ensemble.

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## **A5 Locomotor and Non-Locomotor Movement**

Students integrate and demonstrate the technical skills of skeletal alignment, body-part isolation, strength, flexibility, agility, and coordination.

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## **A6 Compositional Forms**

Students replicate dance composition forms and themes, including narrative, canon, call and response, ab, aba, rondo, retrograde, palindrome, and theme and variation.

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**Disciplinary Literacy - Music: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.**

## **A1 Music Difficulty**

Students perform music that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys while modeling proper posture and technique, alone or with others.

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## **A2 Notation and Terminology**

Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden dynamic contrasts.

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**A3 Listening and Describing**

Students listen to, analyze, and evaluate music using their understanding of pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter.

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**Disciplinary Literacy - Theatre: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.**

**A1 Terminology**

Students identify and define the parts of the stage, and identify and describe the crisis, resolution, and theme of the play.

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**A2 Production**

Students fulfill at least one technical role from pre-show through strike.

- a. Apply technical knowledge and skills to collaboratively and safely create and use theatre props, costumes, makeup, and stage pieces.
  - b. Direct or stage-manage a scene or full production.
  - c. Develop specific light and sound cues and use them in scene development.
  - d. Participate in the audition process.
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**Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.**

**A1 Artist's Purpose**

Students research and explain how art and artists reflect and influence culture and periods of time.

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**A2 Elements of Art and Principles of Design**

Students evaluate all the features of composition.

- a. Evaluate Elements of Art: color, form, line, shape, space, texture, and value.
  - b. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.
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**A3 Media, Tools, Techniques, and Processes**

Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.

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**Creation, Performance, and Expression - Dance: Students create, perform, and express ideas through the art discipline.**

**B1 Communication**

Students create an original piece of choreography using the elements of dance.

- a. Improvise new movements.
  - b. Manipulate learned movements.
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**B2 Sequencing**

Students create both solo and ensemble dance works accurately producing an original or pre-existing complex movement sequence with rhythmic acuity.

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**B3 Solving Challenges**

Students solve increasingly complex movement challenges involving several dance concepts with one or more partners.

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**B4 Technical Aspects**

Students include and explain costume, light, and sound changes in a piece of choreography.

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**Creation, Performance, and Expression - Music: Students create, perform, and express through the art discipline.**

**B1 Style/Genre**

Students perform music of various styles and genres that requires well-developed technical skills, attention to phrasing and interpretation and various meters and rhythms in a variety of keys, accurately applying the accumulated knowledge and skills of: proper posture and technique; musical notation; symbols; and terminology.

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**B2 Composition**

Students analyze and evaluate musical ideas expressed in their own compositions or the compositions of others.

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**Creation, Performance, and Expression - Theatre: Students create, perform and express through the art discipline.**

**B1 Movement**

Students refine gesture and stage business in the portrayal of a role.

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**B2 Character**

Students demonstrate development of a character's attitude and point of view using voice timing, voice tone/level, and physicality to communicate ideas, moods, intentions, and/or feelings.

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**B3 Improvisation**

Students improvise through theatre games or productions to address unforeseen circumstances.

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**Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.**

**B1 Media Skills**

Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.

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**B2 Composition Skills**

Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.

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**B3 Making Meaning**

Students create a body of original art work.

- a. Demonstrate sophisticated use of media, tools, techniques, and processes.
  - b. Demonstrate knowledge of visual art concepts.
  - c. Communicate a variety of ideas, feelings, and meanings.
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**B4 Exhibition**

Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.

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**Creative Problem Solving: Students approach artistic problem-solving using multiple solutions and the creative process.**

**C1 Application of Creative Process**

Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others.

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**Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).**

**D1 Aesthetics and Criticism**

Students analyze and evaluate art forms.

- a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
  - b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.
  - c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.
  - d. Research and explain how art and artists reflect and shape their time and culture.
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**Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.**

**E1 The Arts and History and World Cultures**

Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.

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**E2 The Arts and Other Disciplines**

Students analyze skills and concepts that are similar across disciplines.

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**E3 Goal-Setting**

Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.

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**E4 Impact of the Arts on Lifestyle and Career**

Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.

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**E5 Interpersonal Skills**

Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.

- a. Getting along with others
- b. Respecting differences
- c. Working as a team/ensemble
- d. Managing conflict
- e. Accepting/giving/using constructive feedback
- f. Accepting responsibility for personal behavior.
- g. Demonstrating ethical behavior
- h. Following established rules/etiquette for observing/listening to art
- i. Demonstrating safe behavior