

Utah Fine Arts

Grades 7-8

Adopted 2016

Dance

Create: Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.

1. Demonstrate openness, willingness, persistence, and respect in trying new ideas, methods and approaches in creating dance. **7-8.D.CR.1**
 2. Generate movements from a variety of stimuli to develop dance content for an original dance study or composition. **7-8.D.CR.2**
 3. Use accurate dance terminology to articulate and justify movement choices. **7-8.D.CR.3**
 4. Collaborate to select and apply a variety of choreographic devices and dance structures to compose an original piece with clear artistic intent. **7-8.D.CR.4**
 5. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. **7-8.D.CR.5**
 6. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others; justify choices and revisions. **7-8.D.CR.6**
 7. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, and/or media technologies. **7-8.D.CR.7**
1. Demonstrate openness, willingness, persistence, respect, and cooperation in trying new ideas, methods, and approaches in creating dance. **L1.D.CR.1**
 2. Explore a variety of stimuli to develop an improvisational or choreographed dance study; identify personal movement preferences and strengths. **L1.D.CR.2**
 3. Use the elements of dance and other dance terminology to articulate and justify movement choices. **L1.D.CR.3**
 4. Design an original dance or study using choreographic devices and dance structures to support an artistic intent; discuss how they support the artistic intent. **L1.D.CR.4**
 5. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. **L1.D.CR.5**
 6. Analyze and evaluate impact of choices made in the revision process. **L1.D.CR.6**
 7. Use recognized systems to document a section of a dance via writing, symbols, or media technologies. **L1.D.CR.7**
1. Demonstrate openness, willingness, persistence, respect, and cooperation in trying new ideas, methods and approaches in creating dance. **L2.D.CR.1**
 2. Explore a variety of stimuli to develop an improvisational or choreographed dance study; analyze the process and the relationship between the stimuli and the movement as it relates to personal and contrasting movement preferences. **L2.D.CR.2**
 3. Use the elements of dance and other dance terminology to articulate and justify movement choices. **L2.D.CR.3**
 4. Design an original dance or study using a variety of choreographic devices and dance structures to convey artistic intent. **L2.D.CR.4**

5. Clarify the artistic intent of a dance by refining choreographic devices and dance structures using established artistic criteria, self-reflection and the feedback of others. L2.D.CR.5
6. Analyze and evaluate the impact of choices made in the revision process. L2.D.CR.6
7. Use recognized systems to document a section of a dance via writing, symbols, or media technologies. L2.D.CR.7
1. Demonstrate openness, willingness, persistence, respect, and cooperation in trying new ideas, methods and approaches in creating dance. L3.D.CR.1
2. Synthesize content generated from stimulus material, and take risks to discover a personal voice, challenge and question personal movement preferences and strengths to discover unexpected movement vocabulary. L3.D.CR.2
3. Use the elements of dance and other dance terminology to articulate and justify movement choices. L3.D.CR.3
4. Demonstrate fluency using a variety of devices and structures to choreograph original dances that convey artistic intent. L3.D.CR.4
5. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. L3.D.CR.5
6. Document choices made in the revision process and justify how the refinements support artistic intent. L3.D.CR.6
7. Document a dance using recognized systems of dance documentation. L3.D.CR.7

Perform: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

1. Sculpt the body in space, and design body shapes in relation to other dancers, objects and environment; use complex floor and air patterns with direct and indirect pathways. 7-8.D.P.1
2. Analyze and select metric, kinetic, and breath phrasing, and apply appropriately to dance phrases that employ various timings. 7-8.D.P.2
3. Direct energy and dynamics in technique exercises and dance performance in such a way that movement is textured and enhanced. 7-8.D.P.3
4. Evaluate personal healthful practices in dance activities and everyday life, including nutrition and injury prevention. 7-8.D.P.4
5. Apply body-mind principles to technical dance skills when performing works in a variety of dance genres and styles. 7-8.D.P.5
6. Collaborate with peers to achieve performance accuracy, clarity, and expressiveness; discuss the choices made, the effects experienced, and methods for improvement. 7-8.D.P.6
7. Articulate personal performance goals, practice to reach goals, and document personal improvement over time. 7-8.D.P.7
8. Use appropriate etiquette practices during class, rehearsal, and performance; accept and apply feedback. 7-8.D.P.8
9. Generate production elements that would intensify and heighten the artistic intent of a dance performance; explain reasons for choices using production terminology. 7-8.D.P.9
1. Sculpt the body in space, and design body shapes in relation to other dancers, objects and environment; use complex floor and air patterns with direct and indirect pathways while maintaining a sense of spatial design and relationship. L1.D.P.1
2. Analyze and select metric, kinetic, and breath phrasing, and apply appropriately to dance phrases that employ various timings; use syncopation and rhythmic accents related to different tempi. L1.D.P.2
3. Direct energy and dynamics in technique exercises and dance performance in such a way that movement is textured and enhanced. L1.D.P.3
4. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention; discuss implementation of the plan and how it supports personal performance goals. L1.D.P.4
5. Apply body-mind principles to technical dance skills when performing works in a variety of dance genres and styles. L1.D.P.5
6. Collaborate with peers to achieve performance accuracy, clarity, and expressiveness; discuss the choices made, the effects experienced, and methods for improvement. L1.D.P.6
7. Articulate personal performance goals, practice to reach goals, and document personal improvement over time. L1.D.P.7

8. Demonstrate leadership qualities when working in groups. L1.D.P.8
9. Use appropriate etiquette practices during class, rehearsal, and performance; accept and apply feedback. L1.D.P.9
10. Generate production elements that would intensify and heighten the artistic intent of a dance performance; explain reasons for choices using production terminology. L1.D.P.10
1. Dance alone and with others with spatial intention; expand partner and ensemble skills to greater ranges and skill levels; and expand partner and ensemble skills to greater ranges and skill levels. L2.D.P.1
2. Perform dance studies and compositions that use time, tempo and rhythm in unpredictable ways; use internal rhythms and kinetics as phrasing tools. L2.D.P.2
3. Vary energy and dynamics over the length of a phrase, paying close attention to its movement initiation and energy. L2.D.P.3
4. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement; follow a personal plan that supports health for everyday life. L2.D.P.4
5. Apply body-mind principles to technical dance skills in complex choreography in a variety of dance genres and styles. L2.D.P.5
6. Collaborate with peers to achieve performance accuracy, clarity, and expressiveness; discuss the choices made, the methods for improvement with attention to technique and artistry informed by personal performance goals. L2.D.P.6
7. Reflect on personal achievements and implement performance strategies to enhance projection. L2.D.P.7
8. Demonstrate leadership qualities when working in groups and preparing for performances. L2.D.P.8
9. Use appropriate etiquette practices during class, rehearsal, and performance; accept and apply feedback. L2.D.P.9
10. Document the rehearsal and performance process using dance terminology. L2.D.P.10
11. Work collaboratively to produce a dance concert on a stage or in an alternative performance venue, and describe the production elements that would support the artistic intent of the dance works. L2.D.P.11
1. Use a wide range of movement in space for artistic and expressive clarity, use inward and outward focus to clarify movement and intent, and establish and break relationships with other dancers and the audience as appropriate to the dance. L3.D.P.1
2. Implement time factors for artistic interest and expressive acuity; demonstrate complexity in phrasing, with and without musical accompaniment; and work with and against accompaniment or sound environments. L3.D.P.2
3. Express clear intent while performing movement sequences using a broad dynamic range. L3.D.P.3

4. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement, and follow a personal plan that supports health for everyday life. L3.D.P.4
5. Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or in ensemble works in a variety of dance genres and styles. L3.D.P.5
6. Initiate, plan, and direct rehearsals, giving attention to technical details and fulfilling artistic expression; use a range of rehearsal strategies to achieve performance excellence. L3.D.P.6
7. Self-evaluate performances, and discuss and analyze performance ability with others. L3.D.P.7
8. Demonstrate leadership qualities when preparing for performances. L3.D.P.8
9. Use appropriate etiquette practices during class, rehearsal, and performance; accept and apply feedback. L3.D.P.9
10. Document the rehearsal and performance process with fluency using professional dance terminology. L3.D.P.10
11. Work collaboratively to produce dance concerts in a variety of venues and designs, and organize the production elements that would support artistic intent. L3.D.P.11

Respond: Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

1. Describe and discuss the artistic intent of a dance. [7-8.D.R.1](#)
 2. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices. [7-8.D.R.2](#)
 3. Select a dance and explain how artistic expression is achieved through using elements of dance and justify your response. [7-8.D.R.3](#)
 4. Use artistic criteria to determine what makes an effective performance, considering content, context, genre, style, and/or cultural movement practice. [7-8.D.R.4](#)
1. Select and compare different dances, and discuss their intent and artistic expression. [L1.D.R.1](#)
 2. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices. [L1.D.R.2](#)
 3. Experience a variety of culturally based dance forms; demonstrate and explain how one cultural form is different from another; and create and perform a dance that reflects one's own cultural movement practice. [L1.D.R.3](#)
 4. Use artistic criteria to determine what makes an effective performance considering content, context, genre, style, and/or cultural movement practice. [L1.D.R.4](#)
 5. Analyze the artistic expression of a dance, and discuss insights using evaluative criteria and genre-specific dance terminology. [L1.D.R.5](#)
1. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance. [L2.D.R.1](#)
 2. Explain how the elements of dance and other choreographic principles are used in a variety of genres, styles, or cultural movement practices, and explain how their differences affect intent. [L2.D.R.2](#)
 3. Experience a variety of culturally based dance forms, describe contrasting cultural dances, and analyze how the dance reflects the culture it represents. [L2.D.R.3](#)
 4. Use artistic criteria to determine what makes an effective dance and performance, considering content, context, genre, style, and/or cultural movement practices. [L2.D.R.4](#)
 5. Compare and contrast two or more dances, using evaluative criteria to critique artistic expression and considering societal values and a range of perspectives. [L2.D.R.5](#)
1. Analyze dance works from a variety of dance genres and styles, and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography. [L3.D.R.1](#)
 2. Identify how the elements of dance and other choreographic principals are used in a variety of genres, styles, or cultural movement practices, and discuss how dance communicates aesthetic and cultural values. [L3.D.R.2](#)

3. Analyze contrasting culturally based dance forms and how they express meaning; respond in a variety of creative ways. L3.D.R.3
4. Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices; define personal artistic preferences to critique dance. L3.D.R.4
5. Consider societal and personal values, and a range of artistic expression; discuss perspectives with peers and justify views. L3.D.R.5

Connect: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1. Compare different dances and discuss connections to personal perspectives. 7-8.D.CO.1
2. Investigate topics using a variety of research methods to create representative movement phrases; discuss how the research informed the choreographic process and deepened understanding of the topics. 7-8.D.CO.2
3. Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people. 7-8.D.CO.3
1. Analyze a dance and interpret the ideas expressed by the choreographer and provide evidence to support analysis; explain how one's own personal perspectives may affect one's interpretation. L1.D.CO.1
2. Identify a question or problem that could be explored through dance; conduct research using a variety of methods; create a dance that investigates the question posed; and discuss how the dance communicates new perspectives or realizations. L1.D.CO.2
3. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate. L1.D.CO.3
4. Compare the process used in choreography to that of other creative, academic, or scientific procedures. L1.D.CO.4
1. Analyze dances with a variety of contents and contexts; explain how personal perspectives may affect one's interpretation. L2.D.CO.1
2. Identify questions that pertain to a research topic, use established research methods to inform the creative process, create and perform a piece of choreography from the research, and discuss insights relating to knowledge gained. L2.D.CO.2
3. Analyze dances from several genres or styles, historical time periods, and/or cultural dance forms; discuss how dance movement characteristics, techniques and artistic criteria relate to the ideas and perspective of the peoples from which the dances originate. L2.D.CO.3
4. Compare the process used in choreography to that of other creative, academic, or scientific procedures. L2.D.CO.4
1. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives; reflect on and analyze the variables that have contributed to changes in one's personal growth. L3.D.CO.1
2. Identify questions that pertain to a research topic, use established research methods to inform the creative process, create and perform a piece of choreography from the research, and discuss insights relating to knowledge gained and the transfer of learning from this project to other learning situations. L3.D.CO.2

3. Analyze dances from several genres or styles, historical time periods, and cultural dance forms; discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate and how the analysis has expanded personal dance literacy. [L3.D.CO.3](#)
 4. Compare one's own creative process to that of other creative, academic, or scientific procedures. [L3.D.CO.4](#)
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Theatre

Create: Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine theatre works.

1. Develop imagination to create artistic ideas and work. [7-8.T.CR.1](#)
 2. Read and analyze a play for its technical requirements, identifying parts in the script that require the addition of a technical element. [7-8.T.CR.2](#)
 3. Use form and structure to create a scene or play with a beginning, middle, and end that includes full character development, believable dialogue, and logical plot outcomes. [7-8.T.CR.3](#)
 4. Define roles, identify responsibilities, and participate in group decision making. [7-8.T.CR.4](#)
 5. Explore physical, vocal, and emotional choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work. [7-8.T.CR.5](#)
 6. Create and sustain a believable character throughout a scripted or improvised scene. [7-8.T.CR.6](#)
 7. Recognize that participating in the rehearsal process is necessary to refine and revise. [7-8.T.CR.7](#)
 8. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work. [7-8.T.CR.8](#)
1. Develop imagination to create artistic ideas and work. [L1.T.CR.1](#)
 2. Read and analyze a play for its technical requirements, identifying points in the script that require the addition of a technical element. [L1.T.CR.2](#)
 3. Use correct form and structure to create a scene or play with a beginning, middle, and end that includes full character development, believable dialogue, and logical plot outcomes. [L1.T.CR.3](#)
 4. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work. [L1.T.CR.4](#)
 5. Explore physical, vocal, and emotional choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work. [L1.T.CR.5](#)
 6. Apply basic research and skills to construct ideas about the visual composition of a drama/theatre work. [L1.T.CR.6](#)
 7. Recognize that participating in the rehearsal process is necessary to refine and revise. [L1.T.CR.7](#)
1. Develop imagination to create artistic ideas and work. [L2.T.CR.1](#)
 2. Conduct research to inform the design of sets, costumes, sound, and lighting for a dramatic production. [L2.T.CR.2](#)
 3. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and Western or non-Western theatre traditions. [L2.T.CR.3](#)
 4. Cooperate as a creative team to make interpretive choices for a drama/theatre work. [L2.T.CR.4](#)

5. Explore physical, vocal, and emotional choices to develop a performance that is believable, authentic, and relevant in a drama/theatre work. [L2.T.CR.5](#)
6. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work. [L2.T.CR.6](#)
7. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work. [L2.T.CR.7](#)
8. Generate ideas from research and script analysis to devise a performance that is believable, authentic, and relevant in a drama/theatre work. [L2.T.CR.8](#)
1. Develop imagination to create artistic ideas and work. [L3.T.CR.1](#)
2. Create and implement a major design element for a mainstage production. [L3.T.CR.2](#)
3. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and Western or non-Western theatre traditions. [L3.T.CR.3](#)
4. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work. [L3.T.CR.4](#)
5. Apply appropriate acting techniques and styles in performances of characters from a variety of dramatic genres and historical periods. [L3.T.CR.5](#)
6. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/theatre work. [L3.T.CR.6](#)
7. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or reimagine style, genre, form, technical design, and conventions. [L3.T.CR.7](#)
8. Generate ideas from research and script analysis to devise a performance that is believable, authentic, and relevant in a drama/theatre work. [L3.T.CR.8](#)

Perform: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama/theatre works.

1. Interpret the character, setting, and essential events in a story or script that make up the dramatic structure in a drama/theatre work, and consider various and unique choices to enhance the story in a drama/theatre work. [7-8.T.P.1](#)
2. Perform as a productive and responsible member of an acting ensemble in both rehearsal and performance situations. [7-8.T.P.2](#)
3. Observe, listen, and respond in character to other actors throughout a scripted or improvised scene. [7-8.T.P.3](#)
4. Communicate meaning using the body through space, shape, energy, and gesture. [7-8.T.P.4](#)
5. Communicate meaning using the voice through volume, pitch, tone, rate, and clarity. [7-8.T.P.5](#)
6. Use imagination to inform artistic choices. [7-8.T.P.6](#)
7. Identify appropriate stage properties and technical elements for a given production. [7-8.T.P.7](#)
8. Identify and use appropriate vocabulary to describe kinds of stage spaces, stage directions, areas of the stage, and basic blocking techniques. [7-8.T.P.8](#)
9. Perform a variety of dramatic works for peers or invited audiences. [7-8.T.P.9](#)
1. Interpret the character, setting, and essential events in a story or script that make up the dramatic structure in a drama/theatre work. [L1.T.P.1](#)
2. Investigate the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles in a drama/theatre work. [L1.T.P.2](#)
3. Observe, listen, and respond in character to other actors throughout a scripted or improvised scene. [L1.T.P.3](#)
4. Use body to communicate meaning through space, shape, energy, and gesture. [L1.T.P.4](#)
5. Use voice to communicate meaning through volume, pitch, tone, rate of speed, and vocal clarity. [L1.T.P.5](#)
6. Use imagination to inform artistic choices. [L1.T.P.6](#)
7. Understand and apply technical elements to enhance activities and dramatizations. [L1.T.P.7](#)
8. Identify and use appropriate vocabulary to describe kinds of stage spaces, stage directions, areas of the stage, and blocking techniques. [L1.T.P.8](#)
9. Present a drama/theatre work using creative processes that shape the production for a specific audience. [L1.T.P.9](#)
1. Develop the character, setting, and essential events in a story or script that make up the dramatic structure in a drama/theatre work. [L2.T.P.1](#)

2. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work. L2.T.P.2
 3. Observe, listen, and respond in character to other actors throughout a scripted or improvised scene. L2.T.P.3
 4. Use body to communicate meaning through space, shape, energy, and gesture. L2.T.P.4
 5. Use voice to communicate meaning through volume, pitch, tone, rate of speed, and vocal clarity. L2.T.P.5
 6. Use imagination to inform artistic choices. L2.T.P.6
 7. Understand and apply technical elements to enhance activities and dramatizations. L2.T.P.7
 8. Explore various kinds of stage spaces, stage directions, areas of the stage and blocking techniques. L2.T.P.8
 9. Present a drama/theatre work using creative processes that shape the production for a specific audience. L2.T.P.9
1. Develop the character, setting, and essential events in a story or script that make up the dramatic structure in a drama/theatre work. L3.T.P.1
 2. Collaborate as a creative team to discover artistic solutions, and make interpretive choices in a devised or scripted drama/theatre work. L3.T.P.2
 3. Observe, listen, and respond in character to other actors throughout a scripted or improvised scene. L3.T.P.3
 4. Use body to communicate meaning through space, shape, energy, and gesture. L3.T.P.4
 5. Use voice to communicate meaning through volume, pitch, tone, rate of speed, and vocal clarity. L3.T.P.5
 6. Use imagination to inform artistic choices. L3.T.P.6
 7. Evaluate artistic choices in the use of technical elements in a production. L3.T.P.7
 8. Explore various kinds of stage spaces, stage directions, areas of the stage and blocking techniques. L3.T.P.8
 9. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturgy. L3.T.P.9

Respond: Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

1. Describe and demonstrate audience skills of observing attentively and responding appropriately in classroom presentations, rehearsals, and live performance settings. **7-8.T.R.1**
 2. Justify responses based on personal experiences when participating in or observing a drama/theatre work. **7-8.T.R.2**
 3. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience. **7-8.T.R.3**
 4. Demonstrate the ability to receive and act upon coaching, feedback, and constructive criticism. **7-8.T.R.4**
 5. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. **7-8.T.R.5**
 6. Describe and analyze how artists make choices based on personal experience in a drama/theatre work. **7-8.T.R.6**
 7. Identify and explain why artistic choices are made in a drama/theatre work. **7-8.T.R.7**
1. Attend live performances of extended length and complexity, demonstrating an understanding of the protocols of audience behavior appropriate to the style of the performance. **L1.T.R.1**
 2. Defend responses based on personal experiences when participating in or observing a drama/theatre work. **L1.T.R.2**
 3. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience. **L1.T.R.3**
 4. Demonstrate the ability to receive and act upon coaching, feedback, and constructive criticism. **L1.T.R.4**
 5. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. **L1.T.R.5**
 6. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works. **L1.T.R.6**
 7. Identify and explain why artistic choices are made in a drama/theatre work. **L1.T.R.7**
 8. Apply appropriate theatre terminology to describe and analyze the strengths and weaknesses of own or the group's work. **L1.T.R.8**
1. Attend live performances of extended length and complexity; demonstrate an understanding of the protocols of audience behavior appropriate to the style of the performance. **L2.T.R.1**
 2. Evaluate responses based on personal experiences when participating in or observing a drama/theatre work. **L2.T.R.2**

3. Critique a drama/theatre work and how it communicates a specific purpose to an audience. L2.T.R.3
 4. Demonstrate the ability to receive and act upon coaching, feedback, and constructive criticism. L2.T.R.4
 5. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria. L2.T.R.5
 6. Develop detailed supporting evidence and criteria to reinforce and defend artistic choices when participating in or observing a drama/theatre work. L2.T.R.6
 7. Analyze why artistic choices are made in a drama/theatre work. L2.T.R.7
 8. Apply appropriate theatre terminology to evaluate the strengths and weaknesses of one's own or the group's work. L2.T.R.8
1. Attend live performances of extended length and complexity, demonstrating an understanding of the protocols of audience behavior appropriate to the style of the performance. L3.T.R.1
 2. Articulate responses based on personal experiences when participating in or observing a drama/theatre work. L3.T.R.2
 3. Compare and debate the connection between a drama/theatre work and contemporary issues that may affect audiences. L3.T.R.3
 4. Demonstrate the ability to receive and act upon coaching, feedback, and constructive criticism. L3.T.R.4
 5. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices. L3.T.R.5
 6. Synthesize evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work. L3.T.R.6
 7. Analyze and evaluate why artistic choices are made in a drama/theatre work. L3.T.R.7
 8. Apply appropriate theatre terminology to evaluate the strengths and weaknesses of own or the group's work. L3.T.R.8

Connect: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1. Examine a community issue through multiple perspectives in a drama/theatre work. **7-8.T.CO.1**
 2. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods. **7-8.T.CO.2**
 3. Examine contemporary social, cultural, or global issues through different forms of drama theatre work. **7-8.T.CO.3**
1. Choose and interpret a drama/theatre work to reflect on or question personal beliefs. **L1.T.CO.1**
 2. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods. **L1.T.CO.2**
 3. Examine contemporary social, cultural, or global issues through different forms of drama/theatre work. **L1.T.CO.3**
1. Choose and interpret a drama/theatre work to reflect or question personal beliefs. **L2.T.CO.1**
 2. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic. **L2.T.CO.2**
 3. Examine contemporary social, cultural, or global issues through different forms of drama/theatre work. **L2.T.CO.3**
1. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives. **L3.T.CO.1**
 2. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research. **L3.T.CO.2**
 3. Examine contemporary social, cultural, or global issues through different forms of drama/theatre work. **L3.T.CO.3**
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Music

Create: Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine musical works.

1. Listen to and discuss a variety of musical styles and ideas, and describe how various sounds can be used to represent experiences, moods, visual images and/or storylines. [7-8.M.CR.1](#)
2. Improvise rhythmic and melodic ideas and phrases. [7-8.M.CR.2](#)
3. Generate simple rhythmic and melodic ideas and phrases. [7-8.M.CR.3](#)
4. Identify, select and organize musical ideas for arrangement within a recognizable form, and explain intent and connection to purpose and context. [7-8.M.CR.4](#)
5. Use standard and/or iconic notation and/or recording technology to document original rhythmic, melodic or harmonic ideas. [7-8.M.CR.5](#)
6. Create original musical examples, applying teacher-provided criteria of specific musical elements. [7-8.M.CR.6](#)

Perform: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

1. Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen. [7-8.M.P.1](#)
2. Demonstrate an understanding of music elements and notational literacy through participation in or observation of a live or recorded performance. [7-8.M.P.2](#)
3. Demonstrate an understanding of various genres and styles of music by applying musical elements to a performance. [7-8.M.P.3](#)
4. Identify and implement strategies for improving the technical and expressive aspects of works. [7-8.M.P.4](#)
5. Discuss collaboratively how musical works are appropriate for an audience or context. [7-8.M.P.5](#)

Respond: Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

1. Respond to a musical performance by identifying the musical elements within a piece and in a given context, and discuss their effect on both listener and performer. [7-8.M.R.1](#)
2. Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms, and describe the choices. [7-8.M.R.2](#)
3. Identify and discuss how musical elements are embedded within a musical work to express possible meaning or composer's possible intent. [7-8.M.R.3](#)
4. Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work. [7-8.M.R.4](#)
5. Identify and describe, with guidance, the technical and musical skills evident in a quality performance. [7-8.M.R.5](#)

Connect: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1. Examine how music relates to personal development and enjoyment of life. [7-8.M.CO.1](#)
 2. Self-assess and document personal growth as a musician. [7-8.M.CO.2](#)
 3. Experience how music connects us to history, culture, heritage, community, and to other academic subjects. [7-8.M.CO.3](#)
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Visual Arts

Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.

1. Apply methods to overcome creative blocks. [7-8.V.CR.1](#)
 2. Document early stages of the creative process visually and/or verbally in traditional or new media. [7-8.V.CR.2](#)
 3. Develop criteria to guide making a work of art or design to meet an identified goal. [7-8.V.CR.3](#)
 4. Collaboratively shape an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design. [7-8.V.CR.4](#)
 5. Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. [7-8.V.CR.5](#)
 6. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. [7-8.V.CR.6](#)
 7. Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. [7-8.V.CR.7](#)
 8. Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. [7-8.V.CR.8](#)
 9. Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. [7-8.V.CR.9](#)
 10. Select, organize, and design images and words to make visually clear and compelling presentations. [7-8.V.CR.10](#)
 11. Reflect on and explain important information about personal artwork in an artist statement or another format, and apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. [7-8.V.CR.11](#)
1. Use multiple approaches to begin creative endeavors. [L1.V.CR.1](#)
 2. Shape an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design. [L1.V.CR.2](#)
 3. Engage in making a work of art or design without having a preconceived plan. [L1.V.CR.3](#)
 4. Explain how traditional and nontraditional materials may affect human health and environment, and demonstrate safe handling of materials, tools, and equipment. [L1.V.CR.4](#)
 5. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. [L1.V.CR.5](#)
 6. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. [L1.V.CR.6](#)

1. Individually or collaboratively formulate new creative problems based on own existing artwork. [L2.V.CR.1](#)
2. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. [L2.V.CR.2](#)
3. Demonstrate acquisition of skills and knowledge in a chosen art form through experimentation, practice, and persistence. [L2.V.CR.3](#)
4. Demonstrate awareness of ethical implications of making and distributing creative work. [L2.V.CR.4](#)
5. Redesign an object, system, place or design in response to contemporary issues. [L2.V.CR.5](#)
6. Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision. [L2.V.CR.6](#)
1. Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can effect social change. [L3.V.CR.1](#)
2. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions to plan the making of multiple works of art and design based on a theme, idea, or concept. [L3.V.CR.2](#)
3. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. [L3.V.CR.3](#)
4. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. [L3.V.CR.4](#)
5. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. [L3.V.CR.5](#)
6. Reflect on, re-engage in, revise, and refine works of art or design considering relevant traditional and contemporary criteria, as well as personal artistic vision. [L3.V.CR.6](#)

Present: Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

1. Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced. 7-8.V.P.1
 2. Develop and apply criteria for evaluating a collection of artwork for presentation. 7-8.V.P.2
 3. Develop skills and concepts to refine artistic work for presentation by analyzing and evaluating methods for preparing and presenting art based on criteria, by collaboratively preparing and presenting selected theme-based artwork for display, and by formulating exhibition narratives for the viewer. 7-8.V.P.3
 4. Express meaning through the presentation of artistic work by comparing and contrasting, viewing, and experiencing collections and exhibitions in different venues, actual and virtual; and by analyzing why and how an exhibition or collection may influence ideas, beliefs, and experiences. 7-8.V.P.4
1. Analyze, select, and curate artifacts and/or artworks for presentation and preservation. L1.V.P.1
 2. Analyze and evaluate the reasons and ways an exhibition is presented. L1.V.P.2
 3. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. L1.V.P.3
1. Analyze, select, and critique personal artwork for a collection or portfolio presentation. L2.V.P.1
 2. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. L2.V.P.2
 3. Make, explain, and justify connections between artists or artwork and social, cultural, and political history. L2.V.P.3
1. Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. L3.V.P.1
 2. Investigate, compare, and contrast methods for preserving and protecting art. L3.V.P.2
 3. Curate a collection of objects, artifacts, or artwork to affect the viewer's understanding of social, cultural, and/or political experiences. L3.V.P.3

Respond: Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator.

1. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. [7-8.V.R.1](#)
 2. Explain how a person's aesthetic choices are influenced by culture and environment. [7-8.V.R.2](#)
 3. Analyze multiple ways that images influence specific audience. [7-8.V.R.3](#)
 4. Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions. [7-8.V.R.4](#)
 5. Interpret intent and meaning in artistic work and process by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contribute to understanding messages, ideas, or mood conveyed. [7-8.V.R.5](#)
 6. Apply criteria to evaluate artistic work and process by comparing and explaining the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria, and by creating a convincing and logical argument to support an evaluation of art. [7-8.V.R.6](#)
1. Hypothesize ways in which art influences perception and understanding of human experiences. [L1.V.R.1](#)
 2. Analyze how one's understanding of the world is affected by experiencing visual imagery. [L1.V.R.2](#)
 3. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. [L1.V.R.3](#)
 4. Establish relevant criteria in order to evaluate a work of art or collection of works. [L1.V.R.4](#)
1. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. [L2.V.R.1](#)
 2. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. [L2.V.R.2](#)
 3. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. [L2.V.R.3](#)
 4. Determine the relevance of criteria used by others to evaluate a work of art or collection of works. [L2.V.R.4](#)
1. Analyze how responses to art develop over time based on knowledge of and experience with art and life. [L3.V.R.1](#)
 2. Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. [L3.V.R.2](#)
 3. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. [L3.V.R.3](#)
 4. Construct evaluations of a work of art or collection of works based on differing sets of criteria. [L3.V.R.4](#)

Connect: Students will relate artistic skills, ideas and work with personal meaning and external context.

1. Individually or collaboratively, create visual documentation of places and times in which people gather to make and experience art or design in the community. [7-8.V.CO.1](#)
 2. Make art collaboratively to reflect on and reinforce positive aspects of group identity. [7-8.V.CO.2](#)
 3. Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. [7-8.V.CO.3](#)
 4. Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. [7-8.V.CO.4](#)
1. Document the process of developing ideas from early stages to fully elaborated ideas. [L1.V.CO.1](#)
 2. Describe how knowledge of culture, traditions, and history may influence personal responses to art. [L1.V.CO.2](#)
1. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making. [L2.V.CO.1](#)
 2. Compare uses of art in a variety of societal, cultural, and historical contexts, making connections to uses of art in contemporary and local contexts. [L2.V.CO.2](#)
1. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. [L3.V.CO.1](#)
 2. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. [L3.V.CO.2](#)
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Secondary Media Arts

Create: Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine media art works.

1. Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes. **7-8.E.CR.1**
 2. Generate ideas, goals, and solutions for original media artworks through application of focused creative processes. **7-8.E.CR.2**
 3. Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources. **7-8.E.CR.3**
 4. Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context. **7-8.E.CR.4**
 5. Implement 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. **7-8.E.CR.5**
 6. Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place. **7-8.E.CR.6**
 7. Coordinate production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles. **7-8.E.CR.7**
 8. 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. **7-8.E.CR.8**
1. Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes. **L1.E.CR.1**
 2. Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context. **L1.E.CR.2**
 3. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles. **L1.E.CR.3**
 4. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences. **L1.E.CR.4**
1. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes. **L2.E.CR.1**
 2. Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context. **L2.E.CR.2**

3. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles. **L2.E.CR.3**
4. Refine and elaborate aesthetic elements and technical components to intentionally form effective expressions in media artworks for specific purposes, intentions, audiences, and contexts. **L2.E.CR.4**
1. Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes. **L3.E.CR.1**
2. Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations. **L3.E.CR.2**
3. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles. **L3.E.CR.3**
4. Intentionally and consistently refine and elaborate elements and components to form effective expressions in media artworks, directed at specific purposes, audiences, and contexts. **L3.E.CR.4**

Present: Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

1. Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience. **L1.E.P.1**
 2. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks. **L1.E.P.2**
 3. Develop and refine a range of creative and adaptive innovations in addressing challenges and constraints within and through media arts productions. **L1.E.P.3**
 4. Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks. **L1.E.P.4**
 5. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences. **L1.E.P.5**
 6. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts, such as the benefits for self and others. **L1.E.P.6**
1. Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity. **L2.E.P.1**
 2. Demonstrate effective command of artistic, design, technical, and soft skills in managing and producing media artworks. **L2.E.P.2**
 3. Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media artworks. **L2.E.P.3**
 4. Curate and design the presentation and distribution of collections of media artworks through a variety of contexts. **L2.E.P.4**
 5. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation. **L2.E.P.5**
1. Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms. **L3.E.P.1**
 2. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks. **L3.E.P.2**
 3. Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions. **L3.E.P.3**
 4. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks. **L3.E.P.4**
 5. Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts. **L3.E.P.5**

6. Evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts, such as new understandings that were gained by artist and audience. **L3.E.P.6**
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Produce: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of media works.

1. Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives, narratives, themes or ideas. **7-8.E.P.1**
 2. Exhibit a set of artistic, design, technical, and soft skills through performing various roles in producing media artwork. **7-8.E.P.2**
 3. Exhibit a set of creative and adaptive abilities, in developing solutions within and through media arts productions. **7-8.E.P.3**
 4. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose and to communicate intent in constructing media artworks. **7-8.E.P.4**
 5. Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks. **7-8.E.P.5**
 6. Evaluate the results of and discuss improvements for presenting media artworks, considering impacts on personal growth. **7-8.E.P.6**
 7. Design the presentation and distribution of media artworks through multiple formats and/or contexts. **7-8.E.P.7**
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Respond: Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

1. Describe, compare, contrast, and analyze the qualities of and relationships between the components in media artworks. **7-8.E.R.1**
2. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience. **7-8.E.R.2**
3. Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention. **7-8.E.R.3**
4. Analyze the intent and meaning of a variety of media artworks using self-developed criteria and focusing on intentions, forms, and various contexts. **7-8.E.R.4**
5. Develop and apply criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback. **7-8.E.R.5**
6. Evaluate media art works and production processes with developed criteria, considering context and artistic goals. **7-8.E.R.6**

Respond: Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator.

1. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists. **L1.E.R.1**
 2. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception. **L1.E.R.2**
 3. Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts. **L1.E.R.3**
 4. Evaluate media art works and production processes at decisive stages, using developed criteria and considering context and artistic goals. **L1.E.R.4**
1. Analyze and evaluate the qualities and relationships of the components in media artworks, and provide feedback on how they affect the audience. **L2.E.R.1**
 2. Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception. **L2.E.R.2**
 3. Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts. **L2.E.R.3**
 4. Form and apply defensible evaluations in the constructive critique of media artworks and production processes. **L2.E.R.4**
1. Analyze and evaluate the qualities and relationships of the components and audience impact in a variety of styles and formats of media artwork. **L3.E.R.1**
 2. Survey an exemplary range of media artworks, analyze methods for managing audience experience, and create intention and persuasion through multimodal perception and systemic communications. **L3.E.R.2**
 3. Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias. **L3.E.R.3**
 4. Independently develop rigorous evaluations of, and strategically seek feedback for, media artworks and production processes, considering complex goals and factors. **L3.E.R.4**

Connect: Student will relate artistic skills, ideas, and work with personal meaning and external context.

1. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks. **L1.E.CO.1**
 2. Explain and demonstrate the use of media artworks to expand meaning and knowledge and create cultural experiences. **L1.E.CO.2**
 3. Explain and defend how media artworks and ideas relate to various contexts, purposes, and values. **L1.E.CO.3**
 4. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity. **L1.E.CO.4**
1. Synthesize internal and external resources to enhance the creation of persuasive media artworks. **L2.E.CO.1**
 2. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect on and form cultural experiences. **L2.E.CO.2**
 3. Analyze in depth the relationships of media arts ideas and works to various contexts, purposes, and values. **L2.E.CO.3**
 4. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity. **L2.E.CO.4**
1. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks. **L3.E.CO.1**
 2. Demonstrate and expound on the use of media artworks to create new meaning, knowledge, and important cultural experiences. **L3.E.CO.2**
 3. Analyze the relevant and important relationships of media arts ideas and works to personal and global contexts, purposes, and values. **L3.E.CO.3**
 4. Utilize an understanding of legal, technological, systemic, and vocational contexts while experiencing and creating media arts. **L3.E.CO.4**

Connect: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1. Access, evaluate, and use internal and external resources to inform the creation of media artworks. **7-8.E.CO.1**
 2. Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences. **7-8.E.CO.2**
 3. Explain and demonstrate how media artworks expand meaning, knowledge, and cultural experiences. **7-8.E.CO.3**
 4. Research and demonstrate how media artworks and ideas relate to various situations, purposes and values. **7-8.E.CO.4**
 5. Analyze and responsibly interact with media arts tools and environments, legal and technological contexts, considering copyright, ethics, media literacy, social media, virtual worlds, and digital identity. **7-8.E.CO.5**
 6. Explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places. **7-8.E.CO.6**
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Choir

Create: Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.

1. Listen to and discuss a variety of musical styles and ideas with guidance. **L1.MC.CR.1**
 2. Sing a consequent phrase for a given antecedent phrase. **L1.MC.CR.2**
 3. With guidance, improvise/generate rhythmic, melodic, and harmonic ideas and phrases. **L1.MC.CR.3**
 4. Develop aural skills: intervals, major/minor modality, and rhythmic and melodic dictation. **L1.MC.CR.4**
 5. Develop, organize and notate, with guidance, basic rhythmic and melodic ideas and phrases with guidance. **L1.MC.CR.5**
 6. Evaluate musical ideas, with guidance, and identify and rehearse elements of musical expression that lead to a creative interpretation of a musical work. **L1.MC.CR.6**
1. Listen to and discuss a variety of musical styles and ideas. **L2.MC.CR.1**
 2. Sing a consequent phrase for a given antecedent phrase in a variety of styles. **L2.MC.CR.2**
 3. Improvise/generate rhythmic, melodic, and harmonic ideas and phrases in two or more parts. **L2.MC.CR.3**
 4. Develop aural skills: intervals, major/minor modality, rhythmic with melodic dictation. **L2.MC.CR.4**
 5. Develop, organize and notate rhythmic and melodic ideas and phrases of increasing complexity. **L2.MC.CR.5**
 6. Evaluate musical ideas, with teacher provided criteria, and identify and rehearse elements of musical expression that lead to a creative interpretation of a musical work. **L2.MC.CR.6**
1. Listen to, discuss, and apply a variety of musical styles and ideas appropriate to a given musical work. **L3.MC.CR.1**
 2. Generate both antecedent and consequent phrases within the context of a style. **L3.MC.CR.2**
 3. Improvise/generate rhythmic, melodic, and harmonic ideas and phrases in three or more parts. **L3.MC.CR.3**
 4. Develop aural skills: intervals and rhythms with melodic dictation in major and minor modality. **L3.MC.CR.4**
 5. Generate, organize, and notate rhythmic and melodic ideas and phrases of increasing complexity. **L3.MC.CR.5**
 6. Evaluate musical ideas, identify and rehearse elements of music expression that lead to a creative interpretation of a musical work. **L3.MC.CR.6**

Perform: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

1. Select appropriate music, with limited guidance, to perform for a short solo or ensemble performance, and explain why each was chosen. L1.MC.P.1
 2. Discuss, with guidance, various elements of a musical work such as form, phrasing, and style. L1.MC.P.2
 3. Sing with an appropriate tone over an appropriate range with consideration of the following skills in combination: L1.MC.P.3
 - a. Vowels and diction L1.MC.P.3.A
 - b. Intonation L1.MC.P.3.B
 - c. Placement L1.MC.P.3.C
 - d. Correct breathing and singing posture L1.MC.P.3.D
 - e. Vocal physiology and vocal care L1.MC.P.3.E
 - f. Flow phonation L1.MC.P.3.F
 4. Demonstrate technical performance skills by singing correct pitches and rhythms in skill appropriate literature. L1.MC.P.4
 5. Demonstrate notational literacy in correctly sight-singing simple melodies, harmonies, and rhythms. L1.MC.P.5
 6. Demonstrated productive rehearsal habits, both as an individual and as an ensemble member. L1.MC.P.6
 7. Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions. L1.MC.P.7
1. Select appropriate music to perform for a short solo or ensemble performance, and explain why each piece was chosen. L2.MC.P.1
 2. Discuss various elements of a musical work such as form, phrasing and style. L2.MC.P.2
 3. Sing with an appropriate tone over an appropriate range incorporating a combination of the following skills: L2.MC.P.3
 - a. Vowels and diction L2.MC.P.3.A
 - b. Intonation L2.MC.P.3.B
 - c. Placement L2.MC.P.3.C
 - d. Correct breathing and singing posture L2.MC.P.3.D
 - e. Vocal physiology and vocal care L2.MC.P.3.E
 - f. Flow intonation L2.MC.P.3.F
 4. Demonstrate technical performance skills by singing correct pitches and rhythms in skill-appropriate literature. L2.MC.P.4

5. Demonstrate notational literacy by correctly sight-singing increasingly complex melodies, harmonies, and rhythms. L2.MC.P.5
6. Demonstrate productive rehearsal habits, both as an individual and as an ensemble member. L2.MC.P.6
7. Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions. L2.MC.P.7
1. Select appropriate music to perform for a short solo or ensemble performance, and explain why each piece was chosen. L3.MC.P.1
2. Individually identify various elements of a musical work and discuss the various elements as a group. L3.MC.P.2
3. Sing with an appropriate tone over an appropriate range, identifying and applying the following symbiotic skills: L3.MC.P.3
 - a. Vowels and diction L3.MC.P.3.A
 - b. Intonation L3.MC.P.3.B
 - c. Placement L3.MC.P.3.C
 - d. Correct breathing and singing posture L3.MC.P.3.D
 - e. Vocal physiology and vocal care L3.MC.P.3.E
 - f. Flow intonation L3.MC.P.3.F
4. Demonstrate technical performance skills by singing correct pitches and rhythms in skill-appropriate literature. L3.MC.P.4
5. Demonstrate notational literacy by correctly sight-singing increasingly complexity melodies, harmonies, and rhythms. L3.MC.P.5
6. Demonstrate productive rehearsal habits, both as an individual and as an ensemble member. L3.MC.P.6
7. Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions. L3.MC.P.7

Respond: Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

1. Respond to a musical performance by identifying the musical elements within a piece and in a given context, discuss their effect on both listener and performer, and exhibit appropriate performance demeanor and audience concert etiquette. [L1.MC.R.1](#)
 2. Identify and discuss how musical elements are embedded within a musical work to express possible meanings, and consider how the use of musical elements helps predict the composer's possible intent. [L1.MC.R.2](#)
 3. Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work. [L1.MC.R.3](#)
 4. Identify and describe, with guidance, the technical and musical skills evident in a quality performance. [L1.MC.R.4](#)
 5. Judge and improve the quality of student's own musical performance using self-assessment. [L1.MC.R.5](#)
1. Respond to a musical performance by identifying the musical elements within a piece and in a given context, discussing their effect on both listener and performer, and exhibiting appropriate performance demeanor and audience concert etiquette. [L2.MC.R.1](#)
 2. Identify and discuss how musical elements are embedded within a musical work to express possible meanings, and consider how the use of musical elements helps predict the composer's possible intent. [L2.MC.R.2](#)
 3. Identify and describe the musical and structural elements that contribute to a quality musical work. [L2.MC.R.3](#)
 4. Identify and describe the technical and musical skills evident in a quality performance. [L2.MC.R.4](#)
 5. Judge and improve the quality of student's own musical performance using self-assessment. [L2.MC.R.5](#)
1. Respond to a musical performance by identifying the musical elements within a piece and in a given context, discussing their effect on both listener and performer, and exhibiting appropriate performance demeanor and audience concert etiquette. [L3.MC.R.1](#)
 2. Identify and discuss how musical elements are embedded within a musical work to express possible meanings and consider how the use of musical elements helps predict the composer's possible intent. [L3.MC.R.2](#)
 3. Identify and describe the musical and structural elements that contribute to a quality musical work. [L3.MC.R.3](#)
 4. Identify and describe the technical and musical skills evident in a quality performance. [L3.MC.R.4](#)
 5. Judge and improve the quality of student's own musical performance using self-assessment. [L3.MC.R.5](#)

Connect: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

1. Examine how music relates to personal development and enjoyment of life. **L1.MC.CO.1**
 2. Self-assess and document personal growth as a musician. **L1.MC.CO.2**
 3. Experience how music connects us to history, culture, heritage, community and to other academic subjects. **L1.MC.CO.3**
 4. Demonstrate and understand, with limited guidance, how musical works are influenced by the composer's heritage and experiences. **L1.MC.CO.4**
1. Examine how music relates to personal development and enjoyment of life. **L2.MC.CO.1**
 2. Self-assess and document personal growth as a musician. **L2.MC.CO.2**
 3. Experience how music connects us to history, culture, heritage, community, and to other academic subjects. **L2.MC.CO.3**
 4. Demonstrate an understanding of how musical works are influenced by the composer's heritage and experiences. **L2.MC.CO.4**
1. Examine how music relates to personal development and enjoyment of life. **L3.MC.CO.1**
 2. Self-assess and document personal growth as a musician. **L3.MC.CO.2**
 3. Experience how music connects us with heritage, community, and to other academic subjects. **L3.MC.CO.3**
 4. Demonstrate an understanding of how musical works are influenced by the composer's heritage and experiences. **L3.MC.CO.4**
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Instrumental

Create: Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.

1. Listen to a variety of musical styles and ideas. **L1.MI.CR.1**
 2. Improvise/generate and respond, with guidance, to simple melodic ideas and phrases. **L1.MI.CR.2**
 3. Develop aural skills. **L1.MI.CR.3**
 4. With guidance, develop, organize, and notate rhythmic and melodic ideas and phrases with increasing complexity. **L1.MI.CR.4**
 5. Evaluate and refine musical ideas, applying teacher-provided criteria and, with guidance, using selected elements of music. **L1.MI.CR.5**
 6. Identify and rehearse skills and concepts that need greater unification for performance. **L1.MI.CR.6**
1. Improvise/generate simple rhythmic and melodic ideas and phrases. **L2.MI.CR.1**
 2. Develop, organize and notate rhythmic and melodic ideas and phrases with increasing complexity while continuing to develop aural skills. **L2.MI.CR.2**
 3. Refine musical ideas, apply student criteria, and use a variety of musical elements. **L2.MI.CR.3**
 4. Identify and rehearse skills and concepts that need greater unification for performance. **L2.MI.CR.4**
1. Improve/generate rhythmic and melodic ideas and phrases. **L3.MI.CR.1**
 2. Develop aural skills, and develop, organize, and notate rhythmic and melodic ideas and phrases with increasing complexity while continuing to develop aural skills. **L3.MI.CR.2**
 3. Evaluate and refine musical ideas, applying student criteria and using a variety of musical elements. **L3.MI.CR.3**
 4. Identify and rehearse skills and concepts that need greater unification for performance. **L3.MI.CR.4**

Perform: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

1. With guidance, select appropriate music for a short solo or ensemble performance, with consideration to student ability, preparation and target audience, and explain why the piece was chosen. [L1.MI.P.1](#)
 2. With guidance, discuss various elements of a musical work. [L1.MI.P.2](#)
 3. With guidance, make appropriate interpretive musical decisions as a soloist/ensemble. [L1.MI.P.3](#)
 4. Produce an appropriate tone over a moderate range of the instrument, using correct posture and physical connection to the instrument. [L1.MI.P.4](#)
 5. Demonstrate fluency in the following technical performance skills: [L1.MI.P.5](#)
 - a. Basic major scales [L1.MI.P.5.A](#)
 - b. Chromatic scale with limited range [L1.MI.P.5.B](#)
 - c. Articulation [L1.MI.P.5.C](#)
 - d. Dynamics [L1.MI.P.5.D](#)
 - e. Rhythmic accuracy [L1.MI.P.5.E](#)
 - f. Note accuracy [L1.MI.P.5.F](#)
 - g. Ensemble listening [L1.MI.P.5.G](#)
 - h. Tuning [L1.MI.P.5.H](#)
 - i. Targeted practice techniques [L1.MI.P.5.I](#)
 - j. Balance/blend [L1.MI.P.5.J](#)
 - k. Rudimentary ear training [L1.MI.P.5.K](#)
 6. Demonstrate notational literacy, including sight-reading. [L1.MI.P.6](#)
 7. Demonstrate productive rehearsal habits, both as an individual and as an ensemble member. [L1.MI.P.7](#)
 8. Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions. [L1.MI.P.8](#)
1. Select, with limited guidance, appropriate music for a solo or ensemble performance, with consideration of student ability, preparation time and target audience, and explain why each piece was chosen. [L2.MI.P.1](#)
 2. Discuss, with limited guidance, various elements of a musical work. [L2.MI.P.2](#)
 3. With limited guidance, make appropriate interpretive musical decisions as a soloist/ensemble. [L2.MI.P.3](#)
 4. Produce an appropriate tone over an expanded range of the instrument, using correct posture and physical connection to the instrument. [L2.MI.P.4](#)
 5. Demonstrate fluency in the following technical performance skills: [L2.MI.P.5](#)

- a. Major scales in expanding ranges L2.MI.P.5.A
 - b. Minor scales L2.MI.P.5.B
 - c. Chromatic scales L2.MI.P.5.C
 - d. Articulation L2.MI.P.5.D
 - e. Dynamics L2.MI.P.5.E
 - f. Rhythmic accuracy L2.MI.P.5.F
 - g. Note accuracy L2.MI.P.5.G
 - h. Ensemble listening L2.MI.P.5.H
 - i. Tuning L2.MI.P.5.I
 - j. Targeted practice techniques L2.MI.P.5.J
 - k. Balance/blend L2.MI.P.5.K
 - l. Ear training L2.MI.P.5.L
6. Demonstrate notational literacy, including sight-reading. L2.MI.P.6
7. Demonstrate productive rehearsal habits, both as an individual and as an ensemble member. L2.MI.P.7
8. Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions. L2.MI.P.8
1. Select appropriate music for a solo or ensemble performance, with consideration to student ability, preparation time and target audience, and explain why each piece was chosen. L3.MI.P.1
2. Discuss various elements of a musical work. L3.MI.P.2
3. As a soloist/ensemble, make appropriate interpretive musical decisions. L3.MI.P.3
4. Produce an appropriate tone over a moderate to extended range of the instrument, using correct posture and physical connection to the instrument. L3.MI.P.4
5. Demonstrate fluency in the following technical performance skills: L3.MI.P.5
- a. Major/minor scales in extended ranges L3.MI.P.5.A
 - b. Chromatic scales L3.MI.P.5.B
 - c. Articulation L3.MI.P.5.C
 - d. Dynamics L3.MI.P.5.D
 - e. Rhythmic accuracy L3.MI.P.5.E
 - f. Note accuracy L3.MI.P.5.F
 - g. Ensemble listening L3.MI.P.5.G
 - h. Tuning L3.MI.P.5.H
 - i. Targeted practice techniques L3.MI.P.5.I
 - j. Balance/blend L3.MI.P.5.J

k. Ear training [L3.MI.P.5.K](#)

6. Demonstrate notational literacy, including sight-reading. [L3.MI.P.6](#)

7. Demonstrate productive rehearsal habits, both as an individual and as an ensemble member; watch and respond appropriately to the conductor; and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions. [L3.MI.P.7](#)

Respond: Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

1. Respond to a musical performance by identifying the musical elements within a piece and in a given context, discuss their effect on both listener and performer, and exhibit appropriate performance demeanor and audience concert etiquette. [L1.MI.R.1](#)
 2. Consider, with guidance, how the use of musical elements helps predict the composer's possible intent. [L1.MI.R.2](#)
 3. Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work. [L1.MI.R.3](#)
 4. Identify and describe, with guidance, the technical and musical skills evident in a quality performance. [L1.MI.R.4](#)
 5. Use self-assessment to judge and improve the quality of musical performance. [L1.MI.R.5](#)
1. Respond to a musical performance by identifying the musical elements within a piece and in a given context, discuss their effect on both listener and performer, and exhibit appropriate performance demeanor and audience concert etiquette. [L2.MI.R.1](#)
 2. With limited guidance, identify and discuss musical elements embedded within a musical work to express possible meanings. [L2.MI.R.2](#)
 3. Consider how the use of musical elements helps predict the composer's possible intent. [L2.MI.R.3](#)
 4. With limited guidance, identify and describe the musical and structural elements that contribute to a quality musical work. [L2.MI.R.4](#)
 5. Identify and describe, with limited guidance, the technical and musical skills evident in a quality performance. [L2.MI.R.5](#)
 6. Use self-assessment to judge and improve the quality of one's own musical performance. [L2.MI.R.6](#)
1. Respond to a musical performance by identifying the musical elements within a piece and in a given context, discuss their effect on both listener and performer, and exhibit appropriate performance demeanor and audience concert etiquette. [L3.MI.R.1](#)
 2. Identify and discuss musical elements embedded within a musical work to express possible meanings. [L3.R.2](#)
 3. Consider how the use of musical elements helps predict the composer's possible intent. [L3.R.3](#)
 4. Identify and describe the musical and structural elements that contribute to a quality musical work. [L3.R.4](#)
 5. Identify and describe, with limited guidance, the technical and musical skills evident in a quality performance. [L3.R.5](#)

6. Use self-assessment to judge and improve the quality of own musical performance. **L3.R.6**
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Connect: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1. Examine how music relates to personal development and enjoyment of life. **L1.MI.CO.1**
 2. Self-assess and document personal growth as a musician. **L1.MI.CO.2**
 3. Experience how music connects us to history, culture, heritage, community, and to other academic subjects. **L1.MI.CO.3**
 4. Examine, with guidance, how musical works are influenced by the composer's heritage and experiences. **L1.MI.CO.4**
1. Examine how music relates to personal development and enjoyment of life. **L2.MI.CO.1**
 2. Self-assess and document personal growth as a musician. **L2.MI.CO.2**
 3. Experience how music connects us to history, culture, heritage, community, and other academic subjects. **L2.MI.CO.3**
 4. Examine, with limited guidance, how musical works are influenced by the composer's heritage and experiences. **L2.MI.CO.4**
1. Examine how music relates to personal development and enjoyment of life. **L3.MI.CO.1**
 2. Self-assess and document personal growth as a musician. **L3.MI.CO.2**
 3. Experience how music connects us to history, culture, heritage, community and to other academic subjects. **L3.MI.CO.3**
 4. Demonstrate an understanding of how musical works are influenced by the composer's heritage and experiences. **L3.MI.CO.4**
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General Theory/Composition

Create: Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works.

1. Listen to and discuss a variety of musical styles and ideas, describing how various sounds can be used to represent experiences, moods, visual images and/or storylines. [L1.MG.CR.1](#)
 2. Improvise rhythmic, melodic, and harmonic ideas and explain their connection to specific purpose and context. [L1.MG.CR.2](#)
 3. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within specific tonalities, forms, and meters through both aural dictation and original ideas. [L1.MG.CR.3](#)
 4. Identify, select, and organize musical ideas for arrangement within a recognizable form, and explain intent and connection to purpose and context. [L1.MG.CR.4](#)
 5. Use standard and/or iconic notation and/or software based notation and/or recording technology to document original rhythmic, melodic, or harmonic ideas. [L1.MG.CR.5](#)
 6. Compose and refine original musical ideas, applying teacher-provided criteria of specific musical components. [L1.MG.CR.6](#)
1. Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent experiences and abstract ideas. [A.MG.CR.1](#)
 2. Improvise rhythmic, melodic, and harmonic ideas, and explain the connection to specific purpose and context. [A.MG.CR.2](#)
 3. Generate rhythmic, melodic, and harmonic phrases and variations with harmonic accompaniments within expanded tonalities, forms, and meters through both aural dictation and original ideas that convey expressive intent. [A.MG.CR.3](#)
 4. Assemble and organize musical ideas to create initial expressive statements, explaining connections to purpose or abstract ideas. [A.MG.CR.4](#)
 5. Use standard notation and software-based notation, as well as recording technology, to document original rhythmic, melodic, or harmonic ideas. [A.MG.CR.5](#)
 6. Analyze and demonstrate the development of musical ideas within a variety of forms. [A.MG.CR.6](#)
 7. Identify, explain, and apply personally developed criteria to assess, revise, and refine the technical and expressive aspects that led to the final version of a musical work. [A.MG.CR.7](#)
 8. Describe a variety of possible contexts and mediums for presenting personal musical works, and explain the impact on the success of the presentation. [A.MG.CR.8](#)

Perform: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of musical works.

1. Apply collaboratively developed criteria for selecting music for a specific purpose and/or context, and discuss and identify the reasons for the choices. [L1.MG.P.1](#)
 2. Identify, discuss, and interpret a musical work based on an understanding of the use of musical components such as form, harmonic structure, and genre. [L1.MG.P.2](#)
 3. Demonstrate an understanding of musical elements and notational literacy, including the following: [L1.MG.P.3](#)
 - a. Melody [L1.MG.P.3.A](#)
 - b. Harmonic structure, density, and tonal center [L1.MG.P.3.B](#)
 - c. Dynamics and expressive qualities [L1.MG.P.3.C](#)
 - d. Rhythm [L1.MG.P.3.D](#)
 - e. Tone/timbre [L1.MG.P.3.E](#)
 - f. Form [L1.MG.P.3.F](#)
 4. Demonstrate an understanding of various genres and styles of music. [L1.MG.P.4](#)
 5. Identify and implement strategies for improving the technical accuracy and expressive aspects of works. [L1.MG.P.5](#)
 6. Discuss how musical works are appropriate for a specific audience or context. [L1.MG.P.6](#)
1. Apply personally developed criteria to select music for a specific purpose and/or context, and identify and explain the reasons for the choices. [A.MG.P.1](#)
 2. Identify the various elements and structural components of a musical work. [A.MG.P.2](#)
 3. Analyze how the elements of music and compositional techniques relate to the style, function, and context, and their musical implications for rehearsal and performance. [A.MG.P.3](#)
 4. Interpret a work based on an understanding of the use of musical elements, and explain and justify how the choices reflect the creator's intent. [A.MG.P.4](#)
 5. Demonstrate an understanding of music elements and notation, including: [A.MG.P.5](#)
 - a. Melody [A.MG.P.5.A](#)
 - b. Harmonic structure, density, and tonal center [A.MG.P.5.B](#)
 - c. Dynamics and expressive qualities [A.MG.P.5.C](#)
 - d. Rhythm [A.MG.P.5.D](#)
 - e. Tone/timbre [A.MG.P.5.E](#)
 - f. Form [A.MG.P.5.F](#)
 6. Demonstrate an understanding of various genres and styles of music and their historical and cultural significance. [A.MG.P.6](#)

7. Identify and implement strategies for improving the technical accuracy and expressive aspects of works. [A.MG.P.7](#)
 8. Share live or recorded performances of works, and demonstrate how the elements of music and technical performance skills and interpretive decisions are used to convey expressive intent. [A.MG.P.8](#)
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Respond: Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

1. Identify the musical components within a piece and how they provide meaning for both listener and performer. [L1.MG.R.1](#)
 2. Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image or storyline in simple forms and describing the choices. [L1.MG.R.2](#)
 3. Identify and discuss the musical elements that are embedded within a work, and their use as musical elements and compositional techniques to convey the composer's intent. [L1.MG.R.3](#)
 4. Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work. [L1.MG.R.4](#)
 5. Identify and describe, with limited guidance, the technical and musical skills evident in a quality performance. [L1.MG.R.5](#)
 6. Use self-assessment to judge and improve the quality of one's musical performance. [L1.MG.R.6](#)
1. Identify the musical components within a piece and how they provide context; explain their effect on both listener and performer, and justify with supporting evidence. [A.MG.R.1](#)
 2. Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines, in moderately complex forms, and describe and justify the choices. [A.MG.R.2](#)
 3. Justify and defend interpretations of varied works, and demonstrate an understanding of the composer's intent by citing the use of elements and components of music, compositional techniques, and the style and context of each work. [A.MG.R.3](#)
 4. Identify, describe, and explain the effective use of the musical and structural elements that contribute to a quality musical work. [A.MG.R.4](#)
 5. Identify, describe, and explain the effective use of technical and musical skills evident in a quality performance. [A.MG.R.5](#)
 6. Use self-assessment to judge and improve the quality of one's musical performance. [A.MG.R.6](#)

Connect: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1. Examine how music relates to personal development and enjoyment of life. **L1.MG.CO.1**
 2. Self-assess and document personal growth as a musician. **L1.MG.CO.2**
 3. Experience how music connects us to history, culture, heritage, community and to other academic subjects. **L1.MG.CO.3**
 4. Demonstrate, with limited guidance, an understanding of how musical works are influenced by the composer's heritage and experiences. **L1.MG.CO.4**
 5. Describe the given context and performance medium for presenting personal works and how they affect the final composition and presentation. **L1.MG.CO.5**
1. Examine how music relates to personal development and enjoyment of life. **A.MG.CO.1**
 2. Self-assess and document personal growth as a musician. **A.MG.CO.2**
 3. Experience how music connects us to history, culture, heritage, community, and other academic subjects. **A.MG.CO.3**
 4. Demonstrate an understanding of how musical works are influenced by the composer's heritage and experiences. **A.MG.CO.4**