

# VISUAL AND PERFORMING ARTS

## High School Standards

### CONTENT STANDARD 1

#### 1. Visual Arts

The Visual Arts in education provides the learner with the ability to develop skills that are useful in life as well as in other areas of academia. The Visual Arts can help to enhance hand-eye coordination, refine motor skills (both fine and large), depth perception, analysis, and communication. From the beginning, of the developmental stage, the learner will be exposed to concepts and skills that they may or may not have realized they do as day to day activities. The learner will also be able to see for him or herself with guidance, how the other arts and the academics are interrelated, such as with math and design. The learner will also develop skills for problem solving and be able to apply them to the creation of a visual work of art of their own doing.

#### Performance Indicators

##### A. Media Techniques and Process

- 1.A.HS.1 Apply media techniques, and processes with sufficient skill, confidence, and sensitivity that intentions are carried out in artwork.
- 1.A.HS.2 Produce works of art that demonstrate knowledge of traditional media and emerging technology.
- 1.A.HS.3 Conceive and create works of visual art that demonstrate an understanding of how the communication of ideas relates to media, techniques, and processes used.
- 1.A.HS.4 Debate/defend the personal use of specific media, techniques and processes.
- 1.A.HS.5 Collaborate with others to organize and exhibit statements about media, techniques and processes.
- 1.A.HS.6 Apply an advanced level of proficiency in at least one art medium.
- 1.A.HS.7 Justify the selection of media, techniques and processes used to express ideas, feelings and experiences.
- 1.A.HS.8 Create art utilizing various media, techniques and processes in nontraditional ways.

- 1.A.HS.9 Initiate, define and solve challenging visual art problems, identify using intellectual skills such as analysis, synthesis and evaluation.
- 1.A.HS.10 Organize and present personal artwork in an exhibition with a personal statement summarizing the use of media, techniques and processes.

### **B. Elements and Principles of Art**

- 1.B.HS.1 Evaluate the effectiveness of artwork in terms of organizational structures and functions.
- 1.B.HS.2 Describe interrelationships between elements and principles of art when analyzing a variety of two- and three-dimensional works of art.
- 1.B.HS.3 Create artworks that use organizational principles and functions to solve specific visual arts problems.
- 1.B.HS.4 Identify and use the elements and principles of art found in nature which are motivating tools.
- 1.B.HS.5 Critique and evaluate artwork based on formal aesthetic criteria.
- 1.B.HS.6 Demonstrate understanding of and ability to incorporate appropriate elements and principles of design and other concepts in art.
- 1.B.HS.7 Conceptual inclusion:
- (a) Define and shape space to depict spatial properties and create illusion of depth and perspective
  - (b) Create the illusion of movement and tension
  - (c) Create and penetrate space
  - (d) Produce emotional qualities, symbolism and/or form through manipulation of line and color
  - (e) Create illusion of light and atmosphere
  - (f) Produce actual and implied textural qualities
  - (g) Create smiles, alliterations, analogies and metaphors in

## works of art

- (h) Translate conceptualizations into actual two- and three-dimensional works of art including computer generated images
  - (l) Combine diverse lines, colors, shapes, forms and textures into unified compositions
  - (j) Manipulate tints/shades, value/intensity and color schema to produce desired effect
  - (k) Convey a theme or message, i.e. conflict, growth, or metamorphosis.
- 1.B.HS.8 Interpret how the selection and manipulation of elements and principles of design and other art concepts convey political, societal, economical, environmental, i.e., issues found in various works of art.
- 1.B.HS.9 Identify major art trends and work by the Master artists by viewing the elements and principles of design used.
- 1.B.HS.10 Recognize and defend the use of organizational principles and functions in art.
- 1.B.HS.11 Create multiple solutions to specific visual art problems that demonstrate competence in producing effective relationships between structural choices and artistic functions.
- 1.B.HS.12 Produce unified and meaningful works of art by synthesizing and applying elements and principles of design with conventional means of application.

**C. Subject Matter, Symbols and Ideas**

- 1.C.HS.1 Independently choose relevant subject matter, symbols and ideas to illustrate personal expression.
- 1.C.HS.2 Apply subjects, symbols and ideas in artwork and use the skills gained to solve problems in daily life.
- 1.C.HS.3 Analyze the artistic use of subject matter, symbols and ideas in communicating artistic intention.
- 1.C.HS.4 Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

- 1.C.HS.5 Describe the origins of specific images, ideas and discuss why they are of value as artwork.
- 1.C.HS.6 Compare , evaluate, and justify the subject matter, symbols, and images in artwork by others.

#### **D. Multi Culture-Cultural Art and Art History**

- 1.D.HS.1 Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
- 1.D.HS.2 Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
- 1.D.HS.3 Analyze the relationship of artwork with one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and then use the information to create and understand art.
- 1.D.HS.4 Identify and analyze the common characteristics found in the visual arts across time and among culture/ethnic groups.
- 1.D.HS.5 Analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists.

#### **E. Reflection and Assessment of Art**

- 1.E.HS.1 Examine a variety of techniques for communicating meanings, ideas, attitudes, views and intentions in art, and indicate how they evoke particular responses.
- 1.E.HS.2 Assess the merits of artwork, using established criteria for self evaluation and portfolios.
- 1.E.HS.3 Discuss how communication of meanings, ideas, attitudes, and views evoke particular responses in art.
- 1.E.HS.4 Examine in depth the history and criticism of selected images and/or ideas.
- 1.E.HS.5 Evaluate works of art after comparing and contrasting interpretations.
- 1.E.HS.6 Analytically reflect on various interpretations as a means for understanding and evaluating works of visual art.
- 1.E.HS.7 Correlate responses to works of visual art with various techniques

for communicating meaning, attitudes, ideas, views and intentions.

1.E.HS.8 Create and understand the use of portfolios.

### **F. Relevancy of Visual Art**

1.F.HS.1 Produce works of art using analytical principles and techniques from visual arts and one other discipline.

1.F.HS.2 Compare material, technologies , media, and processes of visual arts with other fine arts disciplines when using creativity analysis.

1.F.HS.3 Compare characteristics of visual arts with a particular historical period or style with ideas, issues, or themes in the humanities of sciences.

1.F.HS.4 Integrate the creativity and techniques of the visual arts with selected other disciplines, i.e., the Humanities, Sciences, Math, History, Language Arts.

## **CONTENT STANDARD 2**

### **2. Music**

The Fine Art of Music has become an integral part of our everyday lives, at work or at play. As a part of our educational system, Music will allow the learner to develop skills such as group learning, analysis, problem solving, and communication with musical terminology.

The learner will also be exposed to how music has made many changes in styles and techniques. The learner will also be able to distinguish how music has been an important aspect of how we relate to and describe historical periods, and other cultures. During all these experiences, the learner will also come to see how it is that Music has stayed the same at its foundations, and how it is changing to meet the needs of a changing society. During the learning process, the learner will be exposed to repetitive skills for reinforcement. Since many of the skills are performance based, this repetition is vital to the foundation as well as the advanced phase of learning.

### **Performance Indicators**

#### **A. Singing Alone and With Others, a Varied Repertoire of Music**

2.A.HS.1 Sing with expression and technical accuracy a large and varied repertoire of vocal literature, including some songs performed from memory.

2.A.HS.2 Sing music written in four parts, with and without accompaniment.

2.A.HS.3 Demonstrate well-developed ensemble skills.

2.A.HS.4 Sing with expression and technical accuracy a large and varied

repertoire of vocal literature with a high level of difficulty.

2.A.HS.5 Sing music written in more than four parts

2.A.HS.6 Sing in small ensembles with one student to a part.

## **B. Music**

2.B.HS.1 Perform with expression and technical accuracy a large and varied repertoire of instrumental literature

2.B.HS.2 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

2.B.HS.3 Perform in small ensembles with one student on a part.

2.B.HS.4 Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a higher level of difficulty.

## **C. Composing and Arranging Music within Specified Guidelines**

2.C.HS.1 Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

2.C.HS.2 Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

2.C.HS.3 Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.

2.C.HS.4 Compose music, demonstrating imagination and technical skill in the principles of composition.

## **D. Improvising Melodies, Variations, and Accompaniments**

2.D.HS.1 Improvise stylistically appropriate harmonizing parts in a variety of styles.

2.D.HS.2 Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

2.D.HS.3 Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.

## **E. Reading and Notating Music**

- 2.E.HS.1 Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.
- 2.E.HS.2 Demonstrate the ability to sight-read music accurately and expressively.
- 2.E.HS.3 Demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used in explaining all transpositions and clefs.
- 2.E.HS.4 Interpret nonstandard notation symbols used by 20th century composers.

### **F. Listening to, Analyzing, and Describing Music**

- 2.F.HS.1 Analyze aural examples of a varied repertoire of music representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.
- 2.F.HS.2 Demonstrate extensive knowledge of the technical vocabulary of music.
- 2.F.HS.3 Identify and explain compositional devices and techniques used to provide unity, variety, tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
- 2.F.HS.4 Demonstrate the ability to perceive and remember music events by describing in detail, significant events occurring in a given aural example.
- 2.F.HS.5 Compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style.
- 2.F.HS.6 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

### **G. Evaluating Music and Music Performances**

- 2.G.HS.1 Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, and apply the criteria in their personal participation in music.
- 2.G.HS.2 Evaluate a performance, composition, arrangement, or

improvisation by comparing it to similar or exemplary models.

- 2.G.HS.3 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means used to evoke feeling and emotions.

#### **H. Understanding Music in Relationship Between Music, the Other Arts, and Disciplines Outside the Arts**

- 2.H.HS.1 Explain how elements, artistic processes and organizational principles, such as unity and variety of repetition and contrast are used in similar and distinctive ways in the various arts and cite examples.
- 2.H.HS.2 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
- 2.H.HS.3 Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.
- 2.H.HS.4 Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures.
- 2.H.HS.5 Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts.

#### **I. Understanding the Relationship Between Music, History, and Culture**

- 2.I.HS.1 Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.
- 2.I.HS.2 Identify sources of music genres, trace the evolution of those genres, and cite well known musicians associated with them.
- 2.I.HS.3 Identify various roles the musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.
- 2.I.HS.4 Identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical and cultural context.
- 2.I.HS.5 Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence and trace the historical conditions that reduced the synthesis of influences.

### **3. Dance**

As a movement oriented art form, Dance provides a learning experience that incorporates historical as well as technical development. Dance as an art form allows the student to develop motor skills both fine and gross, critical thinking, creative thinking, and methods of communication. Dance can also be a connection point for historical and present day life experiences. As we have seen through history, dance has been one of the many indicators of what lifestyles were like during a particular period.

#### **A. Identify and Demonstrate Movement Elements and Skills in Performing Dance**

- 3.A.HS.1 Demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and non-locomotor /axial movements.
- 3.A.HS.2 Identify and demonstrate longer and more complex steps and patterns from different dance styles or traditions.
- 3.A.HS.3 Demonstrate rhythmic acquity
- 3.A.HS.4 Create and perform combinations and variations in a broad dynamic range.
- 3.A.HS.5 Demonstrate projection while performing dance skills
- 3.A.HS.6 Demonstrate the ability to remember extended movement sequences.
- 3.A.HS.7 Demonstrate a higher level of consistency and reliability in performing technical skills.
- 3.A.HS.8 Perform technical skills with artistic expression.
- 3.A.HS.9 Refine technique through self-evaluation.

#### **B. Understanding Choreographic Principles, Processes, and Structures**

- 3.B.HS.1 Use improvisation to generate movement for choreography
- 3.B.HS.2 Demonstrate understanding of structures or forms through brief dance studies.
- 3.B.HS.3 Choreograph a duet demonstrating an understanding of choreographic principles, process and structure.
- 3.B.HS.4 Demonstrate development, refinement, and proficiency to create a small group dance with coherence and aesthetic unity.

- 3.B.HS.5 Describe with reasonable accuracy how a choreographer manipulates and develops the basic movement content in a dance.

### **C. Understanding Dance as a Way to Create and Communicate Meaning**

- 3.C.HS.1 Formulate and answer questions about how movement choices communicate abstract ideas in dance.
- 3.C.HS.2 Demonstrate understanding of how personal experience influences the interpretation of a dance.
- 3.C.HS.3 Create a dance that effectively communicates a contemporary social theme.
- 3.C.HS.4 Examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives.
- 3.C.HS.5 Compare and contrast how meaning is communicated in two of the students own choreographic works.

### **D. Applying Critical and Creative Thinking Skills in Dance**

- 3.D.HS.1 Create a dance and revise it over time, articulating the reasons and what was lost and gained by those decisions.
- 3.D.HS.2 Establish a set of aesthetic criteria and apply it in evaluating work of others.
- 3.D.HS.3 Formulate and answer aesthetic questions.
- 3.D.HS.4 Discuss how skills developed in dance are applicable to a variety of careers.
- 3.D.HS.5 Analyze the style of a choreographer or cultural form, then create a dance in that style.
- 3.D.HS.6 Analyze issues of ethnicity, gender, socioeconomic class, age and or physical condition in relation to dance.

### **E. Understanding Dance in Various Cultures and Historical Periods**

- 3.E.HS.1 Perform and describe similarities and differences between two contemporary theatrical forms of dance.
- 3.E.HS.2 Perform or discuss the traditions and techniques of a classical dance form.

- 3.E.HS.3 Create and answer twenty-five questions about dance and dancers prior to the twentieth century.
- 3.E.HS.4 Analyze how dance and dancers are portrayed in contemporary media.
- 3.E.HS.5 Create a time line illustrating important dance events in the twentieth century, placing them in their social, historical, cultural, and political context.
- 3.E.HS.6 Compare and contrast the role and significance of dance in two different social, historical, cultural, and political context.

#### **F. Understanding Connections Between Dance and Healthful Living**

- 3.F.HS.1 Reflect upon self progress and personal growth during the study of dance.
- 3.F.HS.2 Effectively communicate how lifestyle choices affect the dancer.
- 3.F.HS.3 Analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media.
- 3.F.HS.4 Discuss challenges facing professional performers in maintaining healthy lifestyles.

#### **G. Making Connections Between Dance and Other Disciplines**

- 3.G.HS.1 Create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines.
- 3.G.HS.2 Clearly identify commonalties and differences between dance and other disciplines with regard to fundamental concepts.
- 3.G.HS.3 Demonstrate or discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project.
- 3.G.HS.4 Compare one choreographic work to one other work of the same culture and time period in terms of how those works reflect the artistic, cultural, and historical context.
- 3.G.HS.5 Create an interdisciplinary project using media technologies that presents dance in a new or enhanced form.

### **CONTENT STANDARD 4**

## 4. Theater

The student in theater will be able to explore and develop skills in communication, public speaking as it relates to Language Arts, research, planning and analysis. Involvement in theater will also allow the student the opportunity to develop self-confidence as they take an active role within their culture and community, and be able to relate these to theater as well as to other cultures and communities. The learner in theater will be able to gain knowledge in the technical as well as the practical applications of theatrics and performance.

### A. Experience, Heritage, Imagination, Literature, and History

- 4.A.HS.1 Construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.
- 4.A.HS.2 Write theater, film, television, or electronic media scripts in a variety of traditional new forms that include original characters with unique dialogue that motivates action.

### B. Acting By Assuming Roles and Interacting in Improvisations

- 4.B.HS.1 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and medial.
- 4.B.HS.2 Compare and demonstrate various classical and contemporary acting techniques and methods
- 4.B.HS.3 In an ensemble, create and sustain characters that communicate with audiences.
- 4.B.HS.4 Demonstrate artistic discipline to achieve an ensemble in rehearsal and performance.
- 4.B.HS.5 Create consistent characters from classical, contemporary , realistic, and non-realistic dramatic texts in informal and formal theater, film, television or electronic media productions.

### C. Designing By Visualization and Arranging Environments for Classroom Dramatization

- 4.C.HS.1 Explain the basic physical and chemical properties of the technical aspects of theater such as light, color, electricity, paint, and makeup.
- 4.C.HS.2 Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.
- 4.C.HS.3 Develop designs that use visual and aural elements to convey

environments that clearly support the text.

- 4.C.HS.4 Apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup.
- 4.C.HS.5 Design coherent stage management, promotional and business plans.
- 4.C.HS.6 Explain how scientific and technological advances have impacted set, light, sound, costume design, and its implementation for theater, film, television, and electronic media productions.
- 4.C.HS.7 Collaborate with directors to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theater, film, television, or electronic media productions.
- 4.C.HS.8 Safely construct and efficiently operate technical aspects of theater, film, television, or electronic media productions.
- 4.C.HS.9 Create and reliably implement production schedules, state management plans, promotional ideas, and business and front of house procedures for informal and formal theater, film, television, and electronic media.

#### **D. Directing by Planning Classroom Dramatizations**

- 4.D.HS.1 Develop multiple interpretations, visual and aural production choices for scripts and production ideas and choose those that are most interesting.
- 4.D.HS.2 Justify selections of text, interpretation, and visual and aural artistic choices.
- 4.D.HS.3 Effectively communicate directors choices to a small ensemble for improvised or scripted scenes.
- 4.D.HS.4 Explain and compare the roles and interrelated responsibilities of the various personnel.
- 4.D.HS.5 Collaborate with designers and actors to develop aesthetically unified production concepts for informal and formal theater, film, television, and electronic media productions.
- 4.D.HS.6 Conduct auditions, cast actors, direct scenes, and conduct production meetings to achieve production goals.

**E. Research by Finding Information to Support Classroom Dramatizations**

- 4.E.HS.1 Identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions.
- 4.E.HS.2 Research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal productions.

**F. Comparing and Incorporating Art Forms by Analyzing Methods of Presentation and Audience Response for Theater, Dramatic Media and Other Art Forms**

- 4.F.HS.1 Describe and compare the basic nature, materials, elements, and means of communication in theater, dramatic media, musical theater, dance, music, and the visual arts.
- 4.F.HS.2 Determine how the non-dramatic art forms are modified to enhance the expression of ideas and emotions in theater.
- 4.F.HS.3 Illustrate the integration of several arts media in informal presentations.
- 4.F.HS.4 Compare the interpretive and expressive natures of several art forms in a specific culture or historical period.
- 4.F.HS.5 Compare the unique interpretive and expressive natures and aesthetic qualities of traditional arts from various cultures and historical periods with contemporary art forms.
- 4.F.HS.6 Integrate several arts and /or media in theater, film, television, or electronic media productions.

**G. Scripted Scenes, Theater, Film, Television and Electronic Media**

- 4.G.HS.1 Construct social meanings from informal and formal productions, dramatic performances from a variety of cultures and historical periods, and relate these to current personal, national and international issues.
- 4.G.HS.2 Articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement.
- 4.G.HS.3 Analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively

suggest alternative artistic choices.

- 4.G.HS.4 Constructively evaluate your own and other collaborative efforts and artistic choices in informal and formal productions.
- 4.G.HS.5 Construct personal meanings from non-traditional dramatic performances.
- 4.G.HS.6 Analyze, compare, and evaluate differing critiques of the same dramatic text and performances.
- 4.G.HS.7 Analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to inform further development of the work.

#### **H. Understanding Context by Analyzing the Role of Theater, Film, Television, and Electronic Media in the Community and Other Cultures**

- 4.H.HS.1 Compare how similar themes are treated in drama from various cultures and historical periods; illustrate with informal performances, and discuss how theater can reveal universal concepts.
- 4.H.HS.2 Identify and compare the lives, works, and influence of representative theater artists in various cultures and historical periods.
- 4.H.HS.3 Identify cultural and historical sources of theater and musical theater.
- 4.H.HS.4 Analyze the effect of your own cultural experiences on your dramatic work.
- 4.H.HS.5 Analyze the social and aesthetic impact of under represented theater and film artists.
- 4.H.HS.6 Analyze the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in various cultures and historical periods.
- 4.H.HS.7 Analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods; explain influences in contemporary theater, film, television, and electronic media productions.