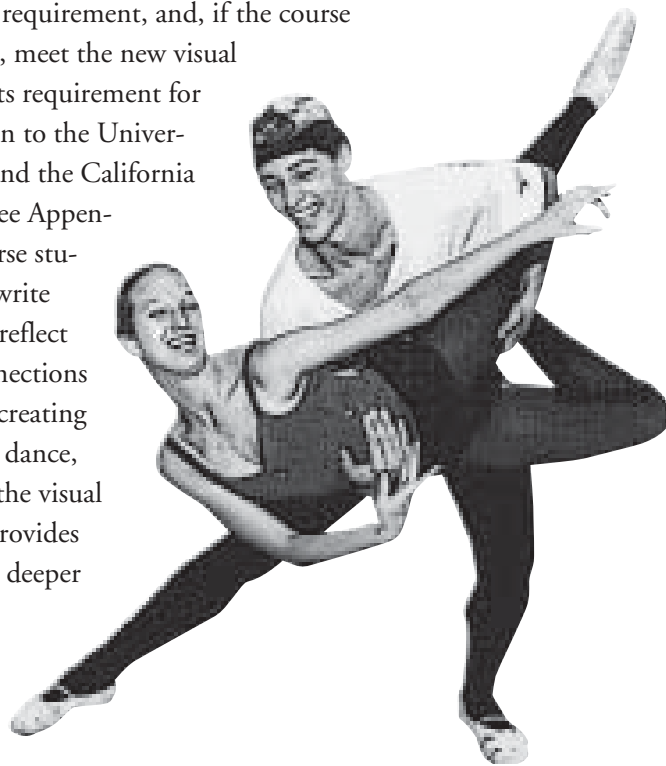


Grades Nine Through Twelve

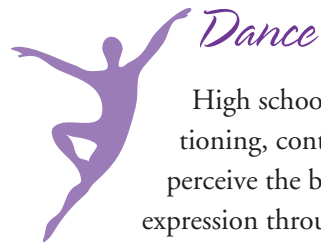
Choices, choices, and more choices! Graduation is around the corner, and participation in the arts will have a lifelong impact on careers, higher education, and community involvement. Having established a firm foundation in all of the arts from kindergarten through grade eight, high school students choose a yearlong course of study in dance, music, theatre, or the visual arts. All will take at least one arts course to meet high school graduation and college entrance requirements. Some will continue expanding their knowledge and skills through additional courses in an arts discipline of special interest; others may be interested in the arts as a career path and want to spend as much time as possible involved in the arts inside and outside school.

In a yearlong beginning course of study in a chosen art form, students may reach a proficiency level that allows them to progress to an advanced course, meet a graduation requirement, and, if the course has been approved, meet the new visual and performing arts requirement for freshman admission to the University of California and the California State University (see Appendix B). In this course students read about, write about, talk about, reflect on, and make connections and choices while creating and performing in dance, music, theatre, or the visual arts. Their study provides fluency, skills, and deeper comprehension in their chosen arts discipline.



After completing a beginning-level high school course in one of the arts disciplines, a student may continue in that art form or pursue study in other arts disciplines. For those who want to go forward, additional courses in an art form provide them with opportunities to continue discovering and expressing themselves through the arts. In an advanced course of study, students research, analyze, question, clarify, evaluate, refine, plan, and create a body of work that reflects complex ideas, personal points of view, and technical skills.





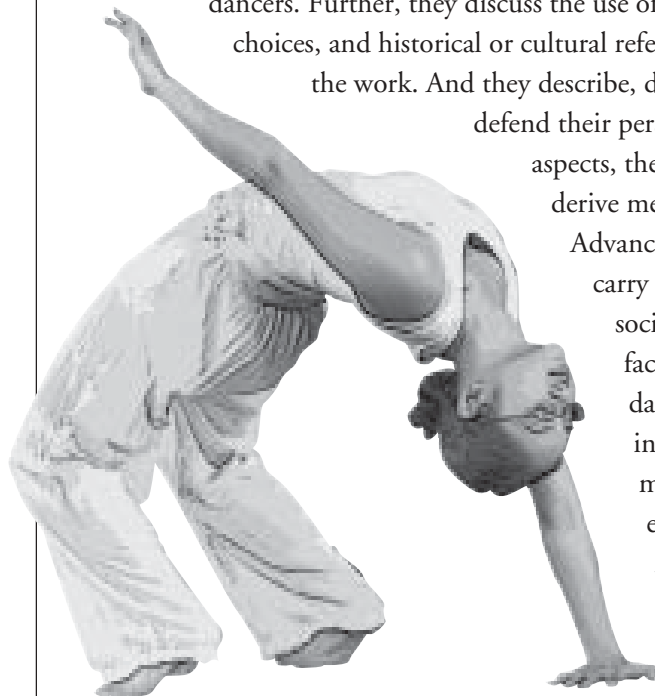
High school students develop and refine their physical conditioning, control of movement, and technical ability. They perceive the body more accurately as an instrument for self-expression through dance. At the beginning level and in advanced dance courses, students build on the knowledge and skills they gained in kindergarten through grade eight.

As their knowledge of dance elements expands, students demonstrate their ability to communicate through improvised and choreographed movement. Using the vocabulary of dance, they distinguish how movement looks physically in space, time, and force or energy. They learn a variety of dance movements, forms, and styles from various traditions and strive toward maintaining a respectful and professional attitude toward their own work and that of others.

Students learn, develop, and perform a body of work in dance ranging from original dance sequences to fully choreographed works. Building on their knowledge of dance elements, principles, and choreography, they can expand their ability to incorporate a wider range of musical forms and theatrical components. In performing, they can communicate the original intent of dance works by various artists and maintain the integrity of dances from specific cultures and historical periods. They also analyze the function of dance in past and present cultures throughout the world.

In describing, analyzing, and critiquing their own works of dance and those of others, they focus on the artistic choices in the choreography, the level of technique in performance, the dance style, and the expressive qualities of the dancers. Further, they discuss the use of theatrical elements, musical choices, and historical or cultural references related to the intent of the work. And they describe, discuss, contrast, compare, and defend their personal preferences about those aspects, thereby increasing their ability to derive meaning from works of dance.

Advanced students are now ready to carry out expanded research on the social, historical, and cultural factors that continue to influence dancers and dance works, including technology and electronic media. They also learn to use electronic media and equipment in creating, recording, and producing dance.



High School Arts Content Standards—Dance

Component Strand: 1.0 Artistic Perception



Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Chapter 3
Visual and
Performing Arts
Content
Standards

Grades Nine
Through Twelve



<p>Proficient</p> <p>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance</p>	<p>Advanced</p> <p>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance</p>
<p><i>Development of Motor Skills, Technical Expertise, and Dance Movements</i></p> <p>1.1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).</p> <p>1.2 Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.</p> <p>1.3 Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreational).</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p>1.4 Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy.</p>	<p><i>Development of Motor Skills, Technical Expertise, and Dance Movements</i></p> <p>1.1 Demonstrate highly developed physical coordination and control when performing complex locomotor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).</p> <p>1.2 Perform in multiple dance genres, integrating an advanced level of technical skill and clear intent.</p> <p>1.3 Memorize and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p>1.4 Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance.</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.5 Select specific dance vocabulary to describe movement and dance elements in great detail.</p>



High School Arts Content Standards—Dance

Component Strand: 2.0 Creative Expression



Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

<p>Proficient Creating, Performing, and Participating in Dance</p>	<p>Advanced Creating, Performing, and Participating in Dance</p>
<p><i>Creation/Invention of Dance Movement</i></p> <p>2.1 Create a body of works of dance demonstrating originality, unity, and clarity of intent.</p> <p><i>Application of Choreographic Principles and Processes to Creating Dance</i></p> <p>2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.</p> <p>2.3 Design a dance that utilizes an established dance style or genre.</p> <p><i>Communication of Meaning in Performance of Dance</i></p> <p>2.4 Perform original works that employ personal artistic intent and communicate effectively.</p> <p>2.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.</p> <p><i>Development of Partner and Group Skills</i></p> <p>2.6 Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles).</p> <p>2.7 Teach movement patterns and phrases to peers.</p>	<p><i>Creation/Invention of Dance Movement</i></p> <p>2.1 Create a diverse body of works of dance, each of which demonstrates originality, unity, clarity of intent, and a dynamic range of movement.</p> <p><i>Application of Choreographic Principles and Processes to Creating Dance</i></p> <p>2.2 Use dance structures, musical forms, theatrical elements, and technology to create original works.</p> <p>2.3 Notate dances, using a variety of systems (e.g., labanotation, motif writing, personal systems).</p> <p><i>Communication of Meaning in Performance of Dance</i></p> <p>2.4 Perform a diverse range of works by various dance artists, maintaining the integrity of the work while applying personal artistic expression.</p> <p><i>Development of Partner and Group Skills</i></p> <p>2.5 Collaborate with peers in the development of complex choreography in diverse groupings (e.g., all male, all female, people standing with people sitting).</p> <p>2.6 Teach to peers a variety of complex movement patterns and phrases.</p>



High School Arts Content Standards—Dance
Component Strand: 3.0 Historical and Cultural Context



Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.



Students recognize dance in past and present cultures throughout the world.

Proficient Understanding the Historical Contributions and Cultural Dimensions of Dance	Advanced Understanding the Historical Contributions and Cultural Dimensions of Dance
<p><i>Development of Dance</i></p> <p>3.1 Identify and perform folk/traditional, social, and theatrical dances with appropriate stylistic nuances.</p> <p>3.2 Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.</p> <p><i>History and Function of Dance</i></p> <p>3.3 Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts (e.g., seventeenth-century Italy, eighteenth-century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution).</p> <p><i>Diversity of Dance</i></p> <p>3.4 Explain how dancers from various cultures and historical periods reflect diversity and values (e.g., ethnicity, gender, body types, and religious intent).</p>	<p><i>Development of Dance</i></p> <p>3.1 Identify, analyze, and perform folk/traditional, social, and theatrical dances with technical accuracy and appropriate stylistic nuances.</p> <p>3.2 Analyze the role dancers and choreographers play in the interpretation of dances in various historical and cultural settings.</p> <p><i>History and Function of Dance</i></p> <p>3.3 Compare and contrast universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.</p> <p><i>Diversity of Dance</i></p> <p>3.4 Explain how dancers and choreographers reflect roles, work, and values in selected cultures, countries, and historical periods.</p> <div style="text-align: center;"> </div>



High School Arts Content Standards—Dance

Component Strand: 4.0 Aesthetic Valuing



Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

<p>Proficient</p> <p>Responding to, Analyzing, and Making Judgments About Works of Dance</p>	<p>Advanced</p> <p>Responding to, Analyzing, and Making Judgments About Works of Dance</p>
<p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).</p> <p>4.2 Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical).</p> <p>4.3 Defend personal preferences about dance styles and choreographic forms, using criteria-based assessment.</p> <p><i>Meaning and Impact of Dance</i></p> <p>4.4 Research and identify dances from different historic periods or cultures and make connections between social change and artistic expression in dance.</p> <p>4.5 Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.</p>	<p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 Critique dance works to improve choreographic structure and artistic presence.</p> <p>4.2 Use selected criteria to compare, contrast, and assess various dance forms (e.g., concert jazz, street, liturgical).</p> <p>4.3 Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.</p> <p><i>Meaning and Impact of Dance</i></p> <p>4.4 Research and assess how specific dance works change because of the impact of historic and cultural influences on their interpretations (e.g., because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women).</p> <p>4.5 Evaluate how aesthetic principles apply to choreography designed for technological media (e.g., film, video, TV, computer imaging).</p>

High School Arts Content Standards—Dance

Component Strand: *5.0 Connections, Relationships, Applications*



Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Grades Nine
Through Twelve



<p>Proficient</p> <p>Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers</p>	<p>Advanced</p> <p>Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers</p>
<p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Demonstrate effective use of technology for recording, analyzing, and creating dances.</p> <p>5.2 Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.</p> <p><i>Development of Life Skills and Career Competencies</i></p> <p>5.3 Explain how dancing presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits.</p> <p>5.4 Explain how participation in dance develops creative skills for lifelong learning and well-being that are interpersonal and intrapersonal.</p> <p>5.5 Examine the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker).</p>	<p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Demonstrate effective knowledge and skills in using audiovisual equipment and technology when creating, recording, and producing dance.</p> <p>5.2 Compare the study and practice of dance techniques to motion, time, and physical principles from scientific disciplines (e.g., muscle and bone identification and usage; awareness of matter, space, time, and energy/force).</p> <p><i>Development of Life Skills and Career Competencies</i></p> <p>5.3 Synthesize information from a variety of health-related resources to maintain physical and emotional health.</p> <p>5.4 Determine the appropriate training, experience, and education needed to pursue a variety of dance and dance-related careers.</p>

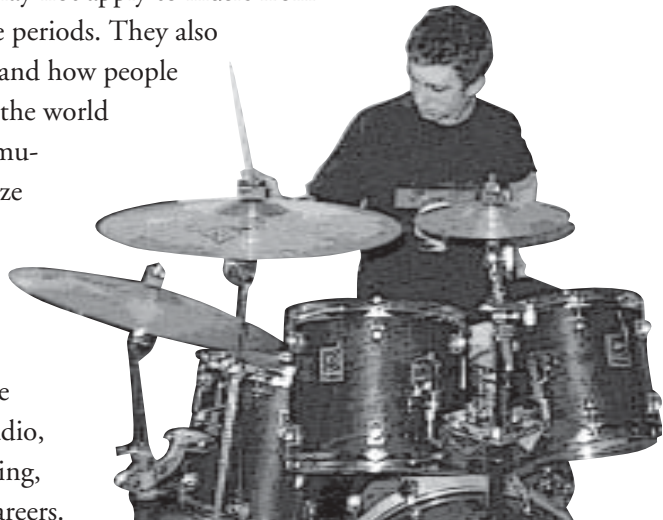


Music



High school students develop and refine their ability to read, play, and compose music. Immersed in all aspects of music, they transcribe songs, sight-read accurately and expressively, and analyze music as to musical elements, expressive devices, compositional devices and techniques, and use of form. Focusing on vocal or instrumental skills, they perform by themselves and in ensembles a more complex repertoire of music with technical accuracy and expression. Composing, arranging, and improvising music require application of musical elements and perhaps the use of various digital or electronic instruments. They also study musicians and the historical aspects of music developed in the United States and in various cultures and time periods. For example, they may explain the role of various musicians in the culture, describe differences in musical styles, and classify and compare stylistic features of music.

As students gain the ability to develop and apply specific criteria for judging and evaluating the quality and effectiveness of music and performances, they are better able to apply criteria to improving their own work, realizing that the same criteria may not apply to music from other cultures and time periods. They also gain insights into why and how people from different parts of the world create and respond to music. Further, they analyze the role and function of music in American culture as related to the other arts disciplines, examine the function of music in radio, television, and advertising, and research musical careers.



High School Arts Content Standards—Music

Component Strand: 1.0 Artistic Perception



Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Grades Nine
Through Twelve



<p>Proficient</p> <p>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music</p>	<p>Advanced</p> <p>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music</p>
<p><i>Read and Notate Music</i></p> <p>1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.</p> <p>1.2 Transcribe simple songs when presented aurally into melodic and rhythmic notation (level of difficulty: 1 on a scale of 1–6).</p> <p>1.3 Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1–6).</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.</p> <p>1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.</p> <p>1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.</p>	<p><i>Read and Notate Music</i></p> <p>1.1 Read a full instrument or vocal score and describe how the elements of music are used.</p> <p>1.2 Transcribe simple songs into melodic and rhythmic notation when presented aurally (level of difficulty: 2 on a scale of 1–6).</p> <p>1.3 Sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1–6).</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.4 Analyze and describe significant musical events perceived and remembered in a given aural example.</p> <p>1.5 Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.</p> <p>1.6 Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.</p>



High School Arts Content Standards—Music

Component Strand: 2.0 Creative Expression



Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

<p>Proficient Creating, Performing, and Participating in Music</p>	<p>Advanced Creating, Performing, and Participating in Music</p>
<p><i>Apply Vocal or Instrumental Skills</i></p> <p>2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1–6).</p> <p>2.2 Sing music written in three or four parts, with and without accompaniment.</p> <p>2.3 Sing in small ensembles, with one performer for each part.</p> <p>2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1–6).</p> <p>2.5 Perform on an instrument in small ensembles, with one performer for each part.</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.6 Compose music, using musical elements for expressive effect.</p> <p>2.7 Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.</p> <p>2.8 Arrange pieces for voices and instruments other than those for which the pieces were originally written.</p> <p>2.9 Improvise harmonizing parts, using an appropriate style.</p> <p>2.10 Improvise original melodies over given chord progressions.</p>	<p><i>Apply Vocal or Instrumental Skills</i></p> <p>2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6).</p> <p>2.2 Sing music written in four parts, with and without accompaniment.</p> <p>2.3 Sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1–6).</p> <p>2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6).</p> <p>2.5 Perform in small instrumental ensembles with one performer for each part (level of difficulty: 5 on a scale of 1–6).</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.6 Compose music in distinct styles.</p> <p>2.7 Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments, using appropriate ranges and traditional and nontraditional sound sources.</p> <p>2.8 Create melodic and rhythmic improvisations in a style or genre within a musical culture (e.g., gamelan, jazz, and mariachi).</p>

High School Arts Content Standards—Music

Component Strand: 3.0 *Historical and Cultural Context*



Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.



<p>Proficient</p> <p>Understanding the Historical Contributions and Cultural Dimensions of Music</p>	<p>Advanced</p> <p>Understanding the Historical Contributions and Cultural Dimensions of Music</p>
<p><i>Role of Music</i></p> <p>3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.</p> <p>3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.</p> <p><i>Diversity of Music</i></p> <p>3.3 Describe the differences between styles in traditional folk genres within the United States.</p> <p>3.4 Perform music from various cultures and time periods.</p> <p>3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.</p>	<p><i>Role of Music</i></p> <p>3.1 Analyze how the roles of musicians and composers have changed or remained the same throughout history.</p> <p>3.2 Identify uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial).</p> <p>3.3 Compare and contrast the social function of a variety of music forms in various cultures and time periods.</p> <p><i>Diversity of Music</i></p> <p>3.4 Perform music from a variety of cultures and historical periods.</p> <p>3.5 Compare and contrast instruments from a variety of cultures and historical periods.</p> <p>3.6 Compare and contrast musical styles within various popular genres in North America and South America.</p> <p>3.7 Analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context.</p> <p>3.8 Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.</p>





High School Arts Content Standards—Music

Component Strand: 4.0 Aesthetic Valuing



Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

<p>Proficient</p> <p>Responding to, Analyzing, and Making Judgments About Works of Music</p>	<p>Advanced</p> <p>Responding to, Analyzing, and Making Judgments About Works of Music</p>
<p><i>Analyze and Critically Assess</i></p> <p>4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.</p> <p>4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.</p> <p><i>Derive Meaning</i></p> <p>4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.</p> <p>4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.</p>	<p><i>Analyze and Critically Assess</i></p> <p>4.1 Compare and contrast how a composer's intentions result in a work of music and how that music is used.</p> <p><i>Derive Meaning</i></p> <p>4.2 Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.</p> <p>4.3 Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.</p>



High School Arts Content Standards—Music
Component Strand: 5.0 Connections, Relationships, Applications



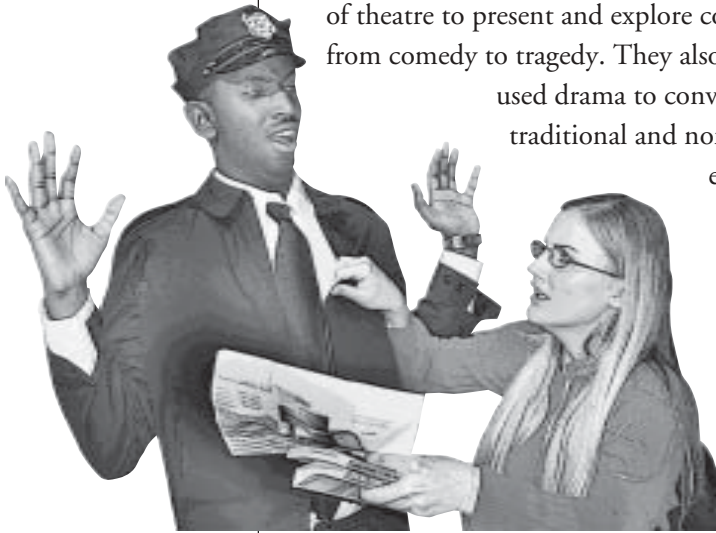
Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Proficient	Advanced
Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers
<p><i>Connections and Applications</i></p> <p>5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.</p> <p>5.2 Analyze the role and function of music in radio, television, and advertising.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.3 Research musical careers in radio, television, and advertising.</p>	<p><i>Connections and Applications</i></p> <p>5.1 Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.</p> <p>5.2 Analyze the process for arranging, underscoring, and composing music for film and video productions.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.3 Identify and explain the various factors involved in pursuing careers in music.</p>

Theatre



High school students apply their understanding of the vocabulary of theatre as they document the production elements of theatrical performances, thereby increasing their ability to write, design, produce, and perform. They base their acting choices on script analysis, character research, reflection, and revision, writing dialogues and scenes and applying their knowledge of dramatic structure. From at first playing theatrical games to now describing ways in which playwrights reflect and influence their culture, students grasp the power of theatre to present and explore complex ideas and issues in forms that range from comedy to tragedy. They also examine how a specific actor uses or has used drama to convey meaning and analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on societies. They understand the value of the knowledge and skills they learned in theatre as related to careers in theatre and elsewhere. By participating in theatre, they continue to improve their time-management skills, meet deadlines, and learn the professional standards required in the world of theatre.





High School Arts Content Standards—Theatre
Component Strand: 1.0 Artistic Perception



Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

<p>Proficient</p> <p>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</p>	<p>Advanced</p> <p>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</p>
<p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre, such as <i>acting values, style, genre, design, and theme</i>, to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.</p>	<p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre, such as <i>genre, style, acting values, theme, and design</i> to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.</p> <p>1.3 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.</p>




High School Arts Content Standards—Theatre

Component Strand: 2.0 Creative Expression



Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

<p>Proficient Creating, Performing, and Participating in Theatre</p>	<p>Advanced Creating, Performing, and Participating in Theatre</p>
<p><i>Development of Theatrical Skills</i></p> <p>2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.</p> <p>2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.</p>	<p><i>Development of Theatrical Skills</i></p> <p>2.1 Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.</p>  <p><i>Creation/Invention in Theatre</i></p> <p>2.2 Improvise or write dialogues and scenes, applying basic dramatic structure (exposition, complication, crises, climax, and resolution) and including complex characters with unique dialogue that motivates the action.</p> <p>2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.</p>

High School Arts Content Standards—Theatre

Component Strand: 3.0 Historical and Cultural Context



Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Grades Nine
Through Twelve



<p>Proficient</p> <p>Understanding the Historical Contributions and Cultural Dimensions of Theatre</p>	<p>Advanced</p> <p>Understanding the Historical Contributions and Cultural Dimensions of Theatre</p>
<p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Identify and compare how film, theatre, television, and electronic media productions influence our values and behaviors.</p> <p>3.2 Describe the ways in which playwrights reflect and influence their culture in such works as <i>Raisin in the Sun</i>, <i>Antigone</i>, and the <i>Mahabarata</i>.</p> <p><i>History of Theatre</i></p> <p>3.3 Identify key figures, works, and trends in world theatrical history from various cultures and time periods.</p>	<p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Research and perform monologues in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.</p> <p><i>History of Theatre</i></p> <p>3.2 Analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on society.</p> <p>3.3 Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.</p> <p>3.4 Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.</p>



High School Arts Content Standards—Theatre

Component Strand: 4.0 Aesthetic Valuing



Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

<p>Proficient</p> <p>Responding to, Analyzing, and Critiquing Theatrical Experiences</p>	<p>Advanced</p> <p>Responding to, Analyzing, and Critiquing Theatrical Experiences</p>
<p><i>Critical Assessment of Theatre</i></p> <p>4.1 Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.2 Report on how a specific actor used drama to convey meaning in his or her performances.</p>	<p><i>Critical Assessment of Theatre</i></p> <p>4.1 Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.</p> <p>4.2 Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work.</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.3 Develop a thesis based on research as to why people create theatre.</p>



High School Arts Content Standards—Theatre

Component Strand: *5.0 Connections, Relationships, Applications*



Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

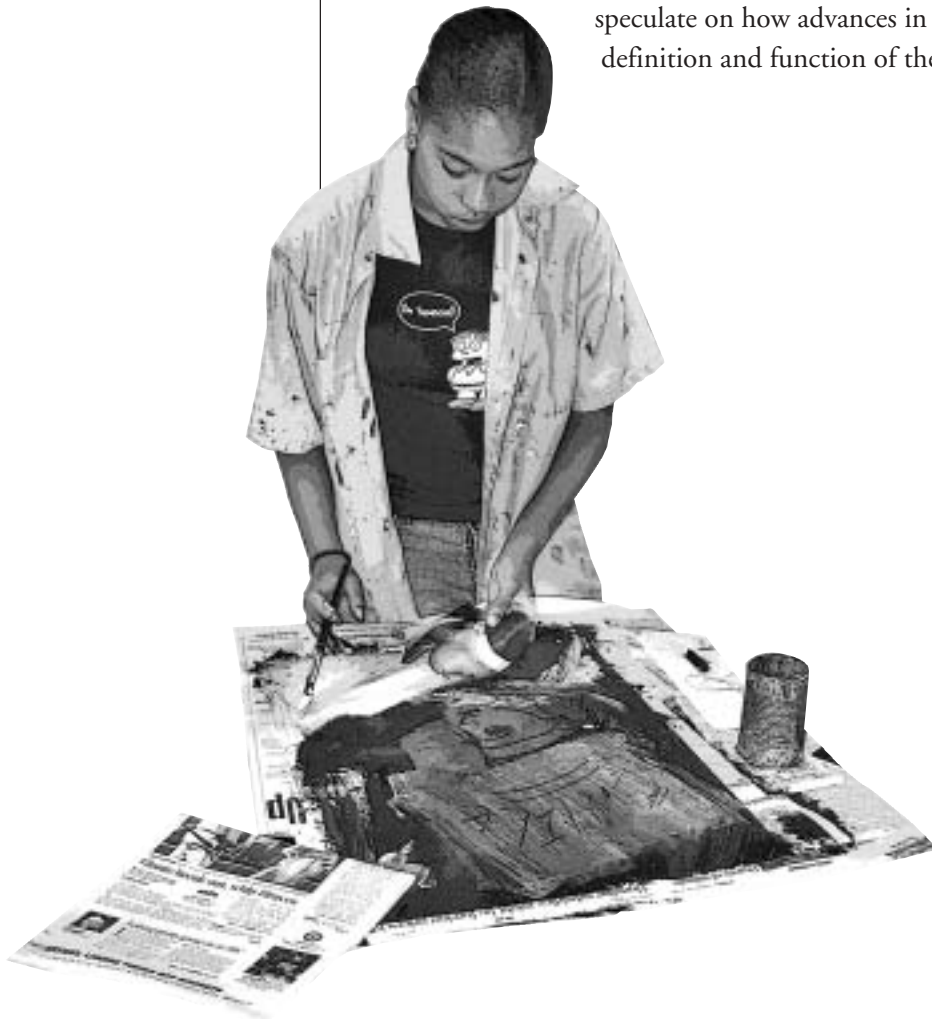
<p>Proficient</p> <p>Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers</p>	<p>Advanced</p> <p>Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers</p>
<p><i>Connections and Applications</i></p> <p>5.1 Describe how skills acquired in theatre may be applied to other content areas and careers.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.</p> <p>5.3 Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.</p>	<p><i>Connections and Applications</i></p> <p>5.1 Create projects in other school courses or places of employment, using tools, techniques, and processes from the study and practice of theatre, film/video, and electronic media.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.</p> <p>5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.</p> <p>5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.</p>

Visual Arts



High school students deepen and broaden their investigation of the subject while improving their techniques and developing a style. Building on their previous work with the elements of art and principles of design, they now discuss, analyze, and synthesize the use of those elements and principles and apply them to create their own work. Recognizing that an artist's style and materials influence the artwork, they compare work created with traditional and electronic media. Their artwork now reflects refined craftsmanship and technical skill, extending into the manipulation of digital imagery and reflecting refined observational drawing skills.

Students know how to communicate to others through their artwork as artists from all cultures have done through the ages. Focusing on contemporary artists, they discuss the role and purpose of art being produced. They also discuss how art historians determine the time, place, context, value, and culture of works from the past. Going further, they research the skills required by those working in all fields related to the visual arts—the artist, the gallery owner, or aesthetician—who might ponder the question *What is art?* or speculate on how advances in technology might change the definition and function of the visual arts.



High School Arts Content Standards—Visual Arts

Component Strand: 1.0 Artistic Perception



Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Grades Nine
Through Twelve



<p>Proficient</p> <p>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</p>	<p>Advanced</p> <p>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</p>
<p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.</p> <p>1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.</p> <p>1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.</p> <p><i>Impact of Media Choice</i></p> <p>1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.</p> <p>1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in visual arts.</p>	<p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.</p> <p>1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art.</p> <p>1.3 Analyze their works of art as to personal direction and style.</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.4 Research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts.</p> <p>1.5 Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.</p> <p>1.6 Describe the use of the elements of art to express mood in one or more of their works of art.</p> <p><i>Impact of Media Choice</i></p> <p>1.7 Select three works of art from their art portfolio and discuss the intent of the work and the use of the media.</p> <p>1.8 Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.</p>



High School Arts Content Standards—Visual Arts

Component Strand: 2.0 Creative Expression



Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

<p style="text-align: center;">Proficient</p> <p style="text-align: center;">Creating, Performing, and Participating in the Visual Arts</p>	<p style="text-align: center;">Advanced</p> <p style="text-align: center;">Creating, Performing, and Participating in the Visual Arts</p>
<p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.</p> <p>2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.</p> <p>2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).</p> <p>2.4 Review and refine observational drawing skills.</p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.5 Create an expressive composition, focusing on dominance and subordination.</p> <p>2.6 Create a two- or three-dimensional work of art that addresses a social issue.</p>	<p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.</p> <p>2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.</p> <p>2.3 Assemble and display objects or works of art as a part of a public exhibition.</p> <p><i>Communicate and Express Through Original Works of Art</i></p> <p>2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.</p> <p>2.5 Use innovative visual metaphors in creating works of art.</p> <p>2.6 Present a universal concept in a multi-media work of art that demonstrates knowledge of technology skills.</p>

High School Arts Content Standards—Visual Arts

Component Strand: 3.0 Historical and Cultural Context



Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.



<p>Proficient</p> <p>Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</p>	<p>Advanced</p> <p>Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</p>
<p><i>Role and Development of the Visual Arts</i></p> <p>3.1 Identify similarities and differences in the purposes of art created in selected cultures.</p> <p>3.2 Identify and describe the role and influence of new technologies on contemporary works of art.</p> <p><i>Diversity of the Visual Arts</i></p> <p>3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.</p> <p>3.4 Discuss the purposes of art in selected contemporary cultures.</p>	<p><i>Role and Development of the Visual Arts</i></p> <p>3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.</p> <p>3.2 Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.</p> <p><i>Diversity of the Visual Arts</i></p> <p>3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures.</p> <p>3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.</p>





High School Arts Content Standards—Visual Arts

Component Strand: 4.0 Aesthetic Valuing



Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

<p>Proficient</p> <p>Responding to, Analyzing, and Making Judgments About Works in the Visual Arts</p>	<p>Advanced</p> <p>Responding to, Analyzing, and Making Judgments About Works in the Visual Arts</p>
<p><i>Derive Meaning</i></p> <p>4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.</p> <p>4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.</p> <p><i>Make Informed Judgments</i></p> <p>4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.</p> <p>4.4 Articulate the process and rationale for refining and reworking one of their own works of art.</p> <p>4.5 Employ the conventions of art criticism in writing and speaking about works of art.</p>	<p><i>Derive Meaning</i></p> <p>4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.</p> <p>4.2 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.</p> <p>4.3 Analyze and articulate how society influences the interpretation and message of a work of art.</p> <p><i>Make Informed Judgments</i></p> <p>4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.</p> <p>4.5 Construct a rationale for the validity of a specific work of art—artwork that falls outside their own conceptions of art.</p> <p>4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.</p>

High School Arts Content Standards—Visual Arts

Component Strand: 5.0 *Connections, Relationships, Applications*



Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.



<p>Proficient</p> <p>Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</p>	<p>Advanced</p> <p>Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</p>
<p><i>Connections and Applications</i></p> <p>5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.</p> <p>5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.</p> <p><i>Visual Literacy</i></p> <p>5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthete).</p>	<p><i>Connections and Applications</i></p> <p>5.1 Speculate on how advances in technology might change the definition and function of the visual arts.</p> <p><i>Visual Literacy</i></p> <p>5.2 Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).</p> <p>5.4 Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.</p>