

**FINE ARTS
PERFORMANCE DESCRIPTORS**

GRADES 6-12

RESPONDING TO THIS DOCUMENT

We welcome your responses to this document.

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We also wish to thank the many Fine Arts educators who developed benchmark indicators during the 1999-2000 school year. Their work was instrumental in developing the performance descriptors. In particular, we would like to thank the following team leaders:

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INTRODUCTION

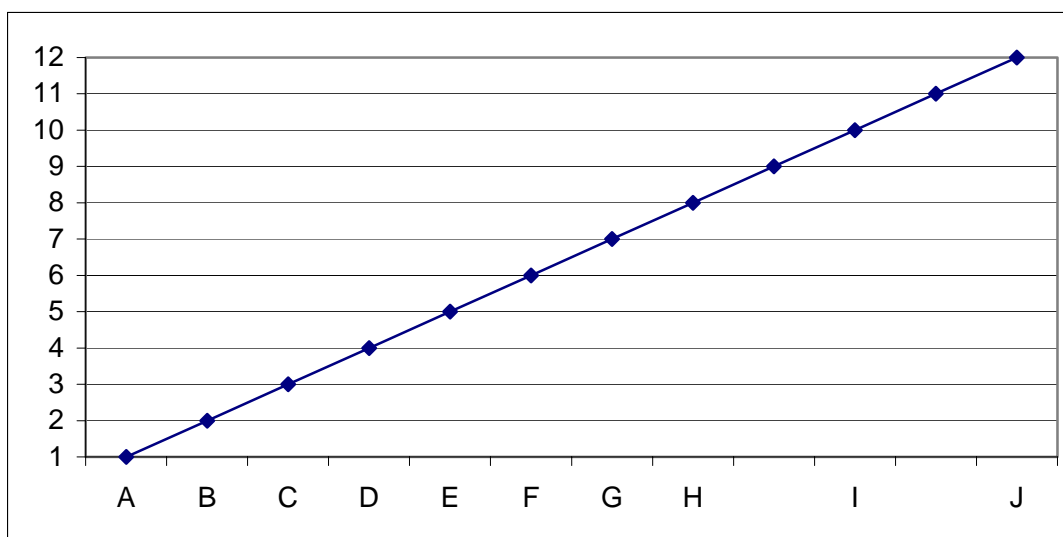
Design for Performance Standards

The Illinois Learning Standards are content standards that describe “*what*” students should know and be able to do in grades K – 12. Each content standard includes five benchmarks that describe what students should know and be able to do at early elementary, late elementary, middle/junior high, early high school, and late high school.

The challenge for the 2000-2001 school year was to produce performance standards that would indicate “*how well*” students should perform to meet the standards. To address this challenge, a number of perspectives needed to be considered. For example, the National Governors Association¹ raised two pertinent questions policymakers should consider for the design of performance standards:

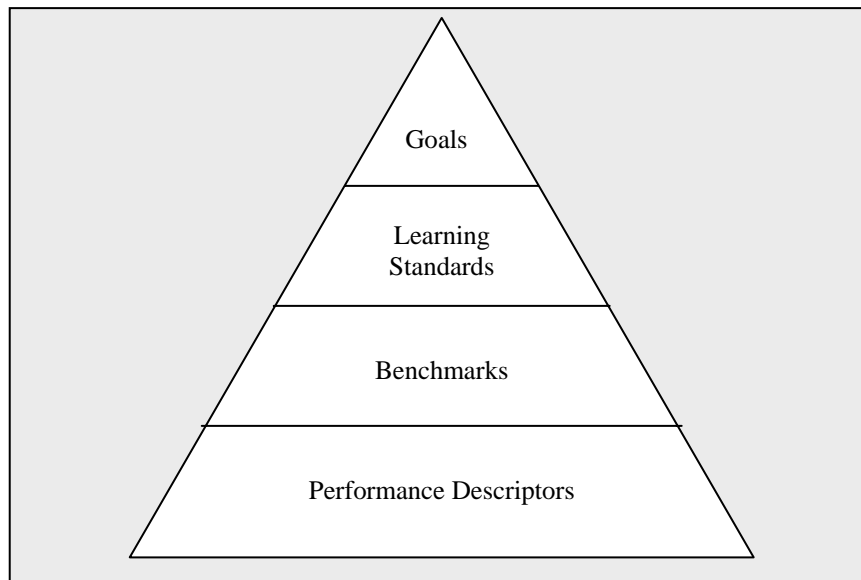
- Do the performance standards indicate the levels of performance students should attain, descriptions of performance at each level, and rules that enable educators to determine whether students have reached a given level?
- Do the performance standards include a range of work . . . to show that students can meet the standards in a variety of ways?

The performance standards describe how well students perform at various points on an educational development continuum. This continuum shows how students can demonstrate mastery of progressively more difficult content and cognitive skills over ten incremental stages of development. Performance within each stage can be assessed by the extent to which students are meeting the standards (i.e., starting, approaching, meeting, exceeding). Performance standards include four essential elements: performance descriptors, performance levels, assessment tasks, and performance examples.



¹ Ouellette, M. (2000). “Maintaining progress through systemic education reform: Performance standards,” Washington, DC: National Governors Association.

The performance standards are classroom resources for voluntary use at the local level. They are not intended to replace the Illinois Learning Standards. Instead, they supplement them by providing sufficient detail and examples to enable teachers to establish appropriate grade-level performance expectations for students. The performance descriptors are a direct outgrowth of the state goals for learning. Whereas the benchmarks filled in detail on each of the standards at five grade-level clusters, the performance descriptors provide additional detail at each grade level.



Definitions

performance standards: the knowledge and skills that students are to perform at various stages of educational development (*performance descriptors*) and the performance expectations (*performance levels and assessment tasks*) for student work (*performance exemplars*) at each of the stages.

performance descriptors: statements of how students can demonstrate the knowledge and skills they acquired.²

performance levels: descriptions of how well students have achieved the standards; that is, the range, frequency, facility, depth, creativity, and/or quality of the knowledge and skills they acquired. Students can demonstrate levels of achieving performance standards along six dimensions:

PERFORMANCE LEVEL =	RANGE +	FREQUENCY +	FACILITY +	DEPTH +	CREATIVITY +	QUALITY
Exceeding	extensively	consistently	automatically	profoundly	inventively	excellently
Meeting	fully	usually	quickly	deeply	imaginatively	well
Approaching	partially	occasionally	haltingly	cursorily	commonly	marginally
Starting	narrowly	rarely	slowly	superficially	imitatively	poorly

² New Standards. Performance Standards. (1997) Washington, DC: The National Center on Education and the Economy.

assessment tasks: descriptions of what students can do to demonstrate they have met the standards and a means for evaluating the levels of their performance.

performance examples: student work samples resulting from the classroom-based assessment tasks that illustrate performance levels.

Template For Expanded Performance Descriptors

BENCHMARKS ⇒	early elementary			late elementary		middle/ junior high			early high	late high
STAGES ⇒ PERFORMANCE LEVELS ↓	A	B	C	D	E	F	G	H	I	J
Exceeding										
Meeting										
Approaching										
Starting										

Vision for Fine Arts Performance

The Illinois Learning Standards and Benchmarks in the Fine Arts define a balanced, sequential, and comprehensive arts education and reflect a commitment to a quality education for every child in every classroom in Illinois. When students learn to create with sounds, images, gestures, words, and story, they are able to share their thoughts and feelings with others in profound ways.

Students acquire skills to create in dance, drama, music, and visual art. They learn to use media, tools, and technology. Students who learn to create and perform in the arts are more imaginative and can respond to the expressive work of others. Students understand the role of the artist when considering careers in the arts.

When students study the arts, they are able to make informed judgments about the role of the arts in their lives. They learn they can make aesthetic decisions about their environment. Participation in the arts influence what they do with their leisure time: the movies they see, the music they hear, how they furnish their homes, the clothes they wear, even the computer applications they use. As a result of their education, students become informed audience members and discriminating consumers of the popular culture including electronic media.

The goals and standards in the fine arts prepare students to meet the challenges of the 21st century. In arts classes, they learn to solve problems, work in teams and use the technology, processes, and skills sought by the business community. Through their studies, students have a greater understanding of their own cultural heritage, as well as a sense of how the arts reflect and shape the larger world community.

Students successfully completing a program in the fine arts:

- can talk fluently about the arts
- can interpret visual images, sounds, movement and story
- tell ways dance, drama, music, and visual arts are the same and different
- can describe, interpret, and evaluate their own art work and the art work of others
- know how the arts are made
- create, produce, and perform in the arts

- describe tools and processes used in making dance, drama, music, and visual art
- can use materials, tools, instruments, and technology when making art works
- know the careers and the various jobs performed when creating works of art
- know the way different artists work, and where their work is performed or displayed
- are informed audience members
- understand the way the arts are used in their daily lives
- can classify art works by style, period, and culture
- understand how the arts tell us about the time, people, and place in which they were made
- understand how the arts are used to inform and persuade the public
- understand that the arts reflect, record, and shape history
- appreciate the cultural dimensions of the arts

Goal 25 – Know the language of the arts. Elementary school students are able to observe, name and describe basic components in each of the four art forms (dance, drama, music, and visual art) and some components that are common to the four art forms. They are able to use appropriate vocabulary to describe complex components of each of the arts and discuss how basic elements are combined within an art form. In middle school, students can analyze how the components are organized in an art work, and can compare and contrast the elements of two or more art works. In high school, students can analyze and evaluate the effective use of the components of an art form in a composition or performance of their own or the work of others. Late high school students can analyze and evaluate how the components of an art form combine to convey meaning in a composition or performance of their own or the work of others.

Goal 26 – Through creating and performing, understand how works of art are produced. Elementary school students know about the basic tools and can shape simple ideas and emotions into dance, drama, music, and visual art. Students know about artistic tools and how they are used in art works. They can purposefully shape (plan and execute) a dance, drama, music, or visual art work to express an idea. Middle school students can explain how the choice of tools, materials, and technologies are used to create specific effects. They can use these tools to imaginatively solve problems in dance, drama, music, or visual art. In high school, students can analyze the ways tools, materials, technologies, and processes combine to convey meaning. They can purposefully use tools to create and perform, communicating clear and focused ideas based on planning, research, and problem solving. Late high school students can evaluate the interrelationship between the media and the message; and working independently, can create and perform complex works using a variety of tools and resources.

Goal 27 – Understand the role of the arts in civilizations past and present. Elementary school students know what artists do, where they work and where their works are performed and displayed. Students know how to be good audience members. They connect images, objects, sounds, and movements from works of art to stories about people, places, and events. They can describe the jobs related to the arts. Students can explain the relationship between an art work and where it is displayed or performed. Students know the ways the arts are used in communication and

celebration. They know the arts have cultural significance and that dance, drama, music, and visual art can tell about people, places, and times. In middle school, students can describe how artists contribute to the world of work, and they know the many ways the arts contribute to everyday life. They know that the arts are an historical record and can describe how selected artists and art works influence or reflect their times. High school students can analyze how the arts function in historical, societal and personal contexts. They can analyze selected historical and contemporary art works for distinguishing characteristics of style, period and culture. Late high school students can evaluate how the arts function in historical, societal, and personal contexts. They can analyze the impact of political actions, current events, and natural phenomena on the development and production of art.

The ISBE Fine Arts Expanded Performance Descriptors Intended Use and Interpretation

When the writing team charged with developing the performance descriptors for Fine Arts met and discussed the task, we became excited about the concept of creating a document that would both enhance and expand the classroom experience for educators and students alike. To utilize the descriptors to their full potential, several key points must be addressed prior to the implementation of the changes reflected within the stages.

Different goals receive different amounts of emphasis each year.

It is not expected that every topic within the content area will be addressed each year. For instance, students will reach a certain depth of understanding of concepts and demonstrate certain levels of proficiency within certain stages. Thereafter, instruction should be designed to extend what a student can do. This approach supports a fundamental concept of best practices: effective teachers determine where their students are and extend their learning from that point. Even though each of the six Fine Arts standards applies to all grades, emphases will vary, both within and between, the grade bands.

This document is intended to be a developmental guide.

The stages are not intended to define grade levels. It can be assumed, however, that certain stages do correspond roughly to certain grade levels (i.e., Stage D to the 4th grade ISAT expectations, Stage G to 7th grade, Stage I to early high school) and the performance descriptors match the "meets" standards at those levels. The other stages are not meant to explicitly correspond to the missing grades between. One stage below or above may not represent one grade level below or above. Instead, they represent the developmental stages of student learning and show a progression through which students acquire an understanding of Fine Arts concepts. Consequently, it is not enough for a teacher to look at a single stage and decide what content he or she will teach at that grade level. Rather, a series of at least three stages (the prior stage, the stage at which the students are functioning, and the following stage) must be considered to define the progression of understanding students should experience in order to move from that stage to the next.

The document is a curriculum development tool.

The stages of development presented in this document may be used by a school district to establish a curriculum that will help students meet state standards. By using the

stages, curricula can move students through the stages of development without teaching every concept every year. Taken together, the K-12 performance descriptor stages suggest a general progression of learning in the area described, by the goal and standard to which they pertain. In this manner the performance descriptors are used to help *develop* a curriculum, rather than to *prescribe* a state-mandated curriculum of what should be taught at each grade. In fact, while writing the descriptors, the team worked to avoid statements that advocated certain pedagogy. Instead, statements focus on measurable student performances.

Each stage represents growth from the previous stages.

It should be noted that the repetition of some performance descriptors at successive levels of learning is meant to acknowledge that effective instruction in Fine Arts is not simply a matter of introducing new topics at each educational level. Effective instruction is also, crucially, a matter of helping students learn to apply and extend familiar concepts, techniques, and strategies in new and increasingly challenging contexts. By the same token, as some descriptor concepts, techniques, and strategies progress through the stages, they are either absorbed into other bullets or dropped altogether as the student approaches/attains final mastery. Educators working with students in the higher stages should be aware of those concepts and abilities that have been mastered in the earlier stages and plan their instruction accordingly.

The document uses appropriate Fine Arts terminology.

Occasionally, a reader may encounter an unfamiliar term. As a student progresses through the stages of development, it is assumed that a vocabulary shift will occur and the correct terms will be applied. In order to assist the reader with terminology used in this document, a glossary has been written with specific definitions to clarify intended meanings.

The document is based on the current form of the state learning goals and their benchmarks.

It is assumed that the state goals and benchmarks will undergo continual refinement, and this document will need to be revised as that happens. As such, this document should always be considered a work in progress. During their development, the performance descriptors were carefully aligned with the Illinois State Learning Standards. All of the bullet points are written to indicate the "meets" level of performance for each stage and are not intended to limit instruction. Curriculum should be fluid and change as needed at local levels.

Fine Arts - Dance Performance Descriptors

25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts.

Stage E	Stage F	Stage G
<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Identify ways to vary actions through contrasts in time, force, and flow of movement. 2. Observe and describe relationships created through variations in spatial factors. 3. Distinguish among the qualities of sustained, percussive, swing, vibrate, suspend, and collapse (time, force, flow). <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 4. Identify and describe choreographic and musical forms (AB, ABA, round, rondo). 5. Structure movement phrases using choreographic (aesthetic) principles (e.g., repetition, contrast). <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 6. Discuss possible meanings of various dance compositions. 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Describe dance compositions in terms of sensory elements (time, space, force, flow). <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 2. Identify aesthetic principles (contrast, repetition, transition, variety, balance) and musical/choreographic forms (AB, canon, rondo, theme, variation). <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 3. Discuss how and why dances are open to different interpretations and reactions. 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Describe personal and peer performances in terms of sensory elements (time, space, force, flow). <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 2. Give examples of choreographic principles (contrast, repetition, transition, variety, balance) and musical/choreographic forms (AB, canon, rondo, theme, variation). <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 3. Interpret ways spatial factors, relationships, and body actions are used to convey meanings in dance compositions.
<p>Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)</p>		

Fine Arts - Dance Performance Descriptors

25A Students who meet the standard understand the sensory elements, organizational principles and expressive qualities of the arts.

Stage H	Stage I	State J
<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Compare personal and/or peer performances in terms of sensory elements (time, space, force, flow). <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 2. Give examples of how to apply aesthetic principles (contrast, repetition, transition, variety, balance) and musical/choreographic form in dance compositions. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 3. Analyze dance compositions for expressive qualities related to ideas, feelings, and moods. 	<p><u>Sensory Elements, Organizational Principles, Expressive Qualities</u></p> <ol style="list-style-type: none"> 1. Discuss how elements, principles, and expressive qualities are combined to produce aesthetic qualities in a dance composition. 2. Identify aesthetic criteria for evaluating personal, peer, and/or professional dance compositions. 	<p><u>Sensory Elements, Organizational Principles, Expressive Qualities</u></p> <ol style="list-style-type: none"> 1. Analyze how elements, principles, and expressive qualities are combined to produce aesthetic qualities in a dance composition. 2. Critique the quality and effectiveness of dance performances and compositions.
<p>Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)</p>		

Fine Arts - Drama Performance Descriptors

25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts.

Stage E	Stage F	Stage G
<p><u>Sensory and Expressive</u></p> <ol style="list-style-type: none"> Analyze movement and sound (both vocal and non-vocal) choices used to communicate mood and character. Combine physical shape, level, and/or facial expression to communicate theme, emotion, mood, and/or character dynamics. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> Identify conflict in a drama (e.g., man vs. man, man vs. self, man vs. nature, man vs. supernatural, man vs. society). Differentiate between improvisation and scripted drama. Evaluate the choice of setting and character used in a drama. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> Identify the message, theme, and purpose of a drama. Analyze how different emotions affect an actor's movement, facial expression, posture, walk, and gestures. 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> Describe ways an actor uses voice (i.e., pitch, rate, volume) and body (i.e., posture, gestures, facial expressions) to communicate character and setting. Explain the choice of support tools/design elements (props, costumes, lights, sound, make-up, sets) used to support a drama. Combine vocal qualities with physical pace and rhythm to make a character unique or distinct from others. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> Identify different types of narrative conventions used in a drama (e.g., narrator as character, narrator as story teller, narrator as omnipotent observer). Analyze a drama for the types of conflict it contains (man vs. man, man vs. self, man vs. nature, man vs. supernatural, man vs. society). Describe plot techniques used to enhance a drama (e.g., choice of time and place, use of minor characters, introduction of new information, use of musical lyrics). Compare improvisation and scripted drama. Construct a scenario with a definite beginning, middle, and ending. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> Analyze how physical shape and level, along with the physical relationship of characters to each other, communicate ideas and emotions to an audience. 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> Analyze vocal and physical qualities used to communicate character, setting, and emotion. Defend the choice of design elements (props, costumes, lights, sound, make-up, and/or sets) to communicate an idea. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> Analyze a drama for techniques used to enhance plot (e.g., choice of time and place, use of minor characters, introduction of new information, type of conflict). Analyze how rhythm is used to communicate ideas. Identify pattern and repetition in written or performed dramas. Analyze the interrelationship among character, conflict/problem, and resolution Explain the differences among dialogue, monologue, and narration. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> Analyze how the use of shape and level impact the communication of character status, character relationship, emotion, mood, and message. Analyze the relationship of mood to tension and pacing.
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
		Grade 9-10 (H-I-J)
		Grade 11-12 (I-J)

Fine Arts - Drama Performance Descriptors

25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts.

Stage H	Stage I	Stage J
<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> Compare and contrast how the vocal elements (i.e., pitch, rate, volume, dialect, diction) and the physical elements (i.e., posture, gestures, facial expressions, mannerisms) are used to communicate character and conflict. Analyze actor movement and voice in relation to the type of performance space (e.g., proscenium stage and theater in the round). Analyze the choice of design elements incorporated by a setting, costume, prop, sound, make-up, and/or lighting designer (color, line, texture, shape, space) to communicate an idea. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> Combine the principles of tension, rhythm, pattern, unity, balance, and repetition to communicate an idea. Analyze dialogue, monologue, narration, and asides used to communicate events in a drama. Identify dramatic structure (exposition, rising action, climax, conflict/resolution.) <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> Evaluate the mood communicated by a performed drama against the written text and/or intention of the creators. Analyze character and plot dynamics. <p>General</p> <ol style="list-style-type: none"> Use appropriate language to reflect on and analyze student and/or professional work. 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> Explain how actors make sure they are seen, heard, and understood by an audience using movement, sound and spectacle. <p><i>Movement:</i></p> <ul style="list-style-type: none"> Explain how they alter physical and vocal expression and communicate characters. Analyze locomotor and non-locomotor strategies to support conflict. Describe timing, reaction, rhythm, pacing, listening, and spontaneity as it relates to actor movement. <p><i>Sound:</i></p> <ul style="list-style-type: none"> Identify the effective use of vocal pause, rate, rhythm, pitch, intensity, and volume. Evaluate volume, rhythm, tempo, and dynamics in sound design. <p><i>Spectacle:</i></p> <ul style="list-style-type: none"> Determine the effective use of line, shape, size, color, and texture in set, light, make-up, and costume design. Analyze the effectiveness of technology used to support the spectacle. Demonstrate the use of support elements to communicate a variety of ideas. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> Analyze the use of unifying and contrasting characteristics to communicate story or idea. Identify a script's use of dramatic structure and conventions. Identify a script's genre/style. Analyze casting, blocking, and design choices. Analyze the use of design elements to communicate locale, time, place, culture, genre/style, theme, conflict, and tension. Compare an adaptation of a script with the original intent. Analyze collaboration used to create a theatrical production. Analyze how a production is altered by time and location. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> Determine the emotional quality or theme of performed or scripted scenes. Determine how the elements and organizational principles combine to create an emotional effect. Explain how performance "moments" in acting, scripting, and designing create an emotional impact. Identify aesthetic criteria for evaluating one's own and other's art works. 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> Compare movement and use of voice among characters. Analyze the actor's use of relaxation, reaction, timing, pause, focus, pacing, spatial relationships, diction, accent, and dialect in rehearsals. Assess design and execution of set, light, costume, make-up, and sound design to communicate an idea. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> Analyze how focus is achieved on stage, on camera, and in film. Analyze how actors create relationships and amplify conflict or dramatic action. Evaluate the effectiveness of a dramatic ensemble performed on stage or in film. Analyze a script's use of dramatic structure and conventions. Analyze how a director's choices (e.g., casting) support a script's genre or style. Analyze how a designer's choices support tension, conflict, and create visual and aural variety. Evaluate a production's individuality, originality, and universality. Evaluate the collaboration used in a production. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> Evaluate the intrinsic or extrinsic choices of a director's interpretation. Suggest and justify alternative artistic choices and predict their effects on a production. Evaluate how performance "moments" in acting, scripting, and designing create an emotional impact. Compare the social context in which the work was prepared to the one in which it is observed.
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)	Grade 11-12 (I-J)	

Fine Arts – Music Performance Descriptors

25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts.

Stage E	Stage F	Stage G
<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> Describe the tempo(s) and dynamic level(s) in a complex aural musical example. Identify the tone color(s) [timbre(s)] of the instruments and/or voices in an aural musical example. Distinguish between the beat and the rhythm(s) of a given musical example. Identify the meter in a musical example. Distinguish major and minor tonalities in aural musical examples. Describe melodic movement (e.g., upward, downward, steps, skips, repeated notes) in an aural example. Distinguish between a melody with harmony and a melody without harmony. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> Identify simple music forms (e.g., imitation, theme, variation) when presented aurally. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> Justify the selection of organizational and sensory elements to express a particular mood, emotion, or idea in an original composition with environmental sounds, body sounds, or classroom instruments. 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> Translate common Italian tempo(s) (e.g., andante, presto), dynamic (e.g., piano, forte), and articulation(s) (e.g., staccato, legato) markings into English. Distinguish between the beat and the rhythm(s) of a given musical example Identify the meter in a musical example. Distinguish major and minor tonalities in aural musical examples. Label the intervals in a written melody. Identify the texture (e.g., polyphonic, homophonic, monophonic) in a given aural example. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> Analyze the form of a simple musical composition. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> Compare and contrast the use of expressive qualities in two performances of the same musical example. 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> Describe tempo(s), dynamic(s), and articulation(s) in an aural example using appropriate terminology. Replicate the beat and rhythms of a given musical example. Distinguish between duple and triple meter in a musical example. Identify major and minor tonalities in an aural musical example. Identify intervals in an aural example. Describe the texture and harmony of a given aural example. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> Define large musical forms (e.g., symphony, cantata). <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> Critique the appropriate use of organizational and sensory elements to create a mood, emotion, or idea in music of their own and that of others.
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
		Grade 9-10 (H-I-J)
		Grade 11-12 (I-J)

Fine Arts – Music Performance Descriptors

25A Students who meet the standard understand the sensory elements, organizational principles and expressive qualities of the arts.

Stage H	Stage I	Stage J
<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> Analyze changes in tempo(s), dynamic(s), and articulation(s) in an aural example using appropriate terminology (e.g., ritardando, accelerando, fermata, crescendo, sforzando, accent). Analyze the basic components of tonality, intervals, beat, rhythms, chords, and harmonic progressions in a musical composition. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> Analyze the form of complex musical compositions. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> Explain how sensory elements, organizational principles, and expressive qualities are combined to produce unity/variety, tension/release, and balance in a musical performance. 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> Analyze and evaluate the use of sensory elements in a musical composition. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> Analyze the form of complex musical compositions. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> Explain how sensory elements, organizational principles, and expressive qualities are combined to produce unity/variety, tension/release, and balance in a musical performance. Develop aesthetic criteria for evaluating one's own musical performances/compositions and those of others. 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> Analyze and evaluate the use of sensory elements in a musical composition. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> Analyze the form of complex musical compositions. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> Interpret how aesthetic qualities (e.g., interrelationship of elements and principles; performance venue, practice/preparation, instrumentation) communicate ideas and/or meaning in student and professional performances/compositions. Critique the quality and effectiveness of artists' performances/compositions.
<p>Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)</p>		

Fine Arts – Visual Arts Performance Descriptors

25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts.

Stage E	Stage F	Stage G
<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> Distinguish between figure and ground in a still life composition. Differentiate between positive and negative spaces in a sculpture. Describe value and line and how they transform shapes to 3-D forms. Distinguish the light and dark values of a color using a monochromatic scale. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> Recognize a repeated element that creates a random rhythm (e.g., crazy quilt). Recognize variation in size and proportion to express an idea (e.g., Giacometti's, Botero's, and Tatlin's sculptures). <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> Identify universal symbols from every day life. Describe the moods depicted in a variety of art works with the same subjects (e.g., landscapes, still life). 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> Distinguish between figure and ground in a still life composition. Differentiate between positive and negative spaces in a sculpture. Explain the illusion of a 3-D object drawn on a flat surface. Recognize color schemes in a work of art. Construct a color wheel, which consists of primary, secondary, and intermediate colors. Demonstrate an understanding of the ability of line to create value and surface change. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> Locate contrast in 2-D and 3-D art works (e.g., light to dark, big to small). <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> Select and describe expressive qualities that contribute to subject matter in an art work. Compare similar symbols in a 2-D or 3-D art work (e.g., flags, traffic signs, logos). 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> Demonstrate an understanding of dimension and value in black/white and in color. Recognize color schemes in a work of art. Demonstrate an understanding of contour and cross contour. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> Point out a specific element or group of elements that create the center of interest in an art work. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> Compare and contrast the use of the expressive qualities in a series of works with the same theme (e.g., nature, family values, political or social issues). Compare and contrast the use of the same symbols in different art works (e.g., cross, ring, flag).
<p>Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)</p>		

Fine Arts – Visual Arts Performance Descriptors

25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts.

Stage H	Stage I	Stage J		
<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of creation of illusion of space (e.g., overlapping; variations in size, placement, value). 2. Demonstrate an understanding of formal/linear perspective (e.g., horizontal lines, vanishing point, one/two point perspective). 3. Identify the role of a specific color scheme in an art work. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 4. Describe the elements and principles that create harmony. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 5. Identify the elements and principles that convey meaning in a work of art. 6. Describe elements and principles that unify a work of art. 7. Evaluate the visual qualities of symbols that create meaning in works of art. 8. Critique a work of art using appropriate language in a positive, constructive manner. 	<p><u>Sensory Elements, Organizational Principles, and Expressive Qualities</u></p> <ol style="list-style-type: none"> 1. Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work. 2. Identify the aesthetic criteria for evaluating an art work (e.g., value, function, purpose, context, appropriateness, creativity/uniqueness). 3. Express a judgment of a work of art based on description, analysis, and interpretation. 	<p><u>Sensory Elements, Organizational Principles, and Expressive Qualities</u></p> <ol style="list-style-type: none"> 1. Discuss the use of aesthetic components in expressing theme. 2. Debate the intent of a series of works by one artist. 3. Defend an opinion in writing on the use of elements and principles (objective) and/or expressive intent (subjective) in a work of art. 4. Critique a portfolio of art by self or others for impact and intent. 5. Express a judgment of a work of art based on description, analysis, and interpretation. 		
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

Fine Arts Performance Descriptors

25B Students who meet the standard understand the similarities, distinctions, and connections in and among the arts.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> 1. Explain how elements, principles, and tools are combined to express an idea in a work of art. 2. Explain why specific elements, principles, and tools were used in a work of art created by the student or another artist. 	<ol style="list-style-type: none"> 1. Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art. 	<ol style="list-style-type: none"> 1. Compare and contrast two works in one art form that share similar themes or subject matter examining artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes).
<p>Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)</p>		

Fine Arts Performance Descriptors

25B Students who meet the standard understand the similarities, distinctions, and connections in and among the arts.

Stage H	Stage I	Stage J
<p>1. Compare and contrast works of art in two or more art forms that share similar artistic components, themes or subject matter (e.g., self-portrait to monologue or solo) using the appropriate artistic component (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) vocabulary.</p>	<p>1. Analyze the dominant artistic components (i.e., elements, principles, expressive ideas; processes, technologies; creative processes) using appropriate vocabulary in all the arts.</p> <p>2. Compare and contrast similar and distinctive artistic components (i.e., elements, principles, expressive ideas; processes, technologies; creative processes) across art forms.</p> <p>3. Select works from each art form that share similar theme/subject matter and justify selection.</p>	<p>1. Critique the dominant artistic components (i.e., elements, principles, expressive ideas; processes, technologies; creative processes) using appropriate vocabulary in all the arts.</p> <p>2. Evaluate the use of similar and distinctive artistic components across art forms.</p> <p>3. Analyze how different art forms combine to create an interdisciplinary work (e.g., ballet, musical theatre, opera, cinematography, music videos).</p>
<p>Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)</p>		

Fine Arts - Dance Performance Descriptors

26A Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts.

Stage E	Stage F	Stage G
<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Recognize and implement safe dance practices required for maintenance of a healthy body. 2. Discuss ways specific movements are applied in response to words, sounds, pictures, props, and/or stories. <p><u>Processes</u></p> <ol style="list-style-type: none"> 3. Apply processes (e.g., performing, improvising, exploring, composing, choreographing) when dancing. 4. Identify the production aspects of dance (e.g. music, lighting, costuming, scenery, setting) seen in dance compositions. 	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Discuss how the body can gain strength, flexibility, and endurance in a safe manner. 2. Identify ways that accompaniment, sets, lighting, costumes, and/or technology can influence live or videotaped dance compositions. <p><u>Processes</u></p> <ol style="list-style-type: none"> 3. Observe and discuss how processes (e.g., performing, improvising, exploring, composing, and choreographing) affect the expressive qualities of dance compositions. 	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Identify dance movements that produce specific training results (e.g., strength, flexibility, endurance). 2. Produce examples of ways that accompaniment, sets, lighting, costumes, and/or technology can be used to influence expressive qualities in live or videotaped dance compositions. <p><u>Processes</u></p> <ol style="list-style-type: none"> 3. Analyze how various processes can change the effect of expressive qualities in dance compositions.
<p>Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)</p>		

Fine Arts - Dance Performance Descriptors

26A Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts.

Stage H	Stage I	Stage J
<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Choose appropriate warm-up exercises for specified dance movements. 2. Analyze how expressive qualities are influenced by accompaniment, sets, lighting, costumes, and/or technology in live or videotaped dance compositions. <p><u>Processes</u></p> <ol style="list-style-type: none"> 3. Alter processes to affect changes in the expressive qualities of dance compositions. 	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Discuss dance techniques associated with specific forms. 2. Discuss meaning, feelings, and appropriateness of content as related to selected dance compositions. <p><u>Processes</u></p> <ol style="list-style-type: none"> 3. Use the technical processes (i.e., dancing, improvising, exploring, composing, choreographing) to create dance compositions. 4. Record processes of composition through journal keeping or other written forms. 	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Identify and analyze dance techniques associated with specific dance forms. 2. Evaluate/critique how the choices of media, tools, and technologies influence and support the communication of ideas in dance compositions. <p><u>Processes</u></p> <ol style="list-style-type: none"> 3. Use the technical processes (i.e., dancing, improvising, exploring, composing, choreographing) to create a complex dance composition. 4. Record processes of composition through journal keeping or other written forms.
<p>Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)</p>		

Fine Arts - Drama Performance Descriptors

26A Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts.

Stage E	Stage F	Stage G
<p><u>Tools</u></p> <ol style="list-style-type: none"> Analyze ways the mind and voice are used to communicate character, setting, conflict, emotion, mood, and tension. Explain how support tools (i.e., costumes, sets, lights, props, sounds, make-up) are used in drama. <p><u>Processes</u></p> <ol style="list-style-type: none"> Demonstrate the creative problem solving process. Compare pantomiming to acting and improvising. Identify similarities and differences between acting, directing, and playwriting. 	<p><u>Tools</u></p> <ol style="list-style-type: none"> Analyze how the primary tools (mind, body, voice) impact an actor's skills. Compare the use of support tools (i.e., costumes, sets, lights, props, sounds, make-up) in a variety of dramas. <p><u>Processes</u></p> <ol style="list-style-type: none"> Compare directing to acting and improvising. Describe the acting process (e.g., memorizing, determining and enacting character's wants, listening, maintaining concentration). Explain how group dynamics affect a theatrical work or classroom drama. Discuss the impact brainstorming, evaluating, and imagining have on a drama. 	<p><u>Tools</u></p> <ol style="list-style-type: none"> Analyze how the primary tools (mind, body, and voice) influence and/or affect a director and playwright's skills. Analyze how the support tools (i.e., costumes, sets, lights, props, sounds, make-up) and the primary tools work together to communicate an idea. <p><u>Processes</u></p> <ol style="list-style-type: none"> Compare playwriting to improvising and directing to acting. Analyze the acting process (e.g., memorizing, determining and enacting character's wants, listening, maintaining concentration). Analyze advanced negotiation strategies used to plan a drama (e.g., win-win, compromise, chance, voting, agree to disagree). Analyze the steps of the artistic process used in drama.
<p>Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)</p>		

Fine Arts - Drama Performance Descriptors

26A Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts.

Stage H	Stage I	Stage J
<p><u>Tools</u></p> <ol style="list-style-type: none"> Describe how actors use primary tools in training, auditioning, rehearsing, and performing. Evaluate the choice of support tools (i.e., costumes, sets, lights, props, sounds, make-up) to communicate an idea. <p><u>Processes</u></p> <ol style="list-style-type: none"> Compare designing and directing. Analyze the process used to plan and practice a drama. Explain the collaborative nature of theatre production including the roles and responsibilities of playwrights, actors, directors, designers, technicians, business managers, and others. Compare the Creative Process to the Scientific and Writing processes. 	<p><u>Tools</u></p> <ol style="list-style-type: none"> Describe how movement and sound are combined to shape a performance. Predict audience reactions to visual, audible, and language stimuli. Combine the use of primary tools (i.e., body, mind, voice) to demonstrate the difference between internal and external conflict. Use mind, body, and voice to make support tools/design elements appear real to an audience. Evaluate the use of movement and spatial relationships. <p><u>Processes</u></p> <ol style="list-style-type: none"> Demonstrate auditioning, rehearsing, and memorizing techniques. Describe the roles and responsibilities of support technical staff. Document a process used by a director, actor, playwright, or designer in the creation of a performance project. Describe ensemble and teamwork activities required in a theatre production. Analyze the processes of improvisation, pantomime, and playmaking. Explain a range of resources one can use for acting, scripting, and designing (e.g., web-sites, dialect tapes, source books, fieldtrips, interviews). 	<p><u>Tools</u></p> <ol style="list-style-type: none"> Describe and critique the proficiency exhibited in the use of media, traditional tools, and technologies. Compare how camera acting and stage acting are similar and distinct. Describe how video and film have altered the temporal nature of theatre. <p><u>Processes</u></p> <ol style="list-style-type: none"> Analyze a complex work of art (acting, scripting, designing, directing) that demonstrates a conceptual rationale (researching, planning, practicing, evaluating, revising) and proficiency in advanced techniques, tools, and technologies. Analyze how film and TV editing have influenced the tools and processes of actors, the director, and the designers. Describe how the rehearsal and performance processes are altered by technology. Evaluate how the choices of media, tools, and technologies influence and support the communication of artists' ideas. Predict the future of theatre relative to technology.
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)		Grade 11-12 (I-J)

Fine Arts - Music Performance Descriptors

26A Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts.

Stage E	Stage F	Stage G
<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Classify singers according to their vocal range. 2. Identify orchestral/band instruments from aural examples. 3. Classify instruments according to how their sounds are produced (e.g., string, wind, percussion). <p><u>Processes</u></p> <ol style="list-style-type: none"> 4. Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, and bowing). 5. Write accurately melodies with rhythm patterns in whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 meter signatures. 6. Sing or play accurately simple rhythmic and melodic patterns from a written score. 7. Classify musical groups according to their instruments/voice (e.g., quartet, solo, band, orchestra). 	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Describe basic sound production theory (electronic & acoustic). <p><u>Processes</u></p> <ol style="list-style-type: none"> 2. Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, and bowing). 3. Use standard notation to record simple musical ideas. 4. Sing or play melodies accurately and expressively from a written score in at least one clef. 5. Identify and accurately interpret symbols for dynamics, tempo, expression, and articulation. 6. Sight-read simple melodies and rhythms. 7. Describe the role of composers. 8. Describe the roles of conductors in a performance. 9. Describe the roles of singers or instrumentalists in a performance. 	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Describe basic sound production theory (electronic & acoustic). <p><u>Processes</u></p> <ol style="list-style-type: none"> 2. Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, and bowing). 3. Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, and bowing). 4. Use standard notation to record one's own and other's musical ideas. 5. Sing and play accurately and with expression from standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. 6. Sight-read simple melodies and rhythms. 7. Explain the process that at least one composer uses(d) to create music. 8. Explain the interaction of performers and conductors. 9. Demonstrate or describe efficient practice/rehearsal procedures.
<p>Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)</p>		

Fine Arts - Music Performance Descriptors

26A Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts.

Stage H	Stage I	Stage J
<p><u>Tools</u></p> <ol style="list-style-type: none"> Analyze the sound sources of a given recorded example. <p><u>Processes</u></p> <ol style="list-style-type: none"> Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, bowing). Use standard notation to record one's own and other's musical ideas. Sing and play accurately and with expression from standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. Sight-read simple melodies and rhythms. Critique the effectiveness (e.g., style, interpretation, instrumentation) of a performer or conductor. Demonstrate or describe the relationship of practice/rehearsal techniques to performance. Demonstrate or describe cooperative interaction in ensemble performance. 	<p><u>Tools</u></p> <ol style="list-style-type: none"> Compare and contrast sound production of instruments from various cultures. <p><u>Processes</u></p> <ol style="list-style-type: none"> Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, bowing). Use standard notation to record one's own and others' musical ideas. Sight-read an instrumental or vocal score of up to four staves, demonstrating accuracy in reading symbols for pitch, rhythm, expressive qualities, and articulation/diction. Demonstrate the ability to read written notation for a vocal or instrumental part. Critique the effectiveness (e.g., style, interpretation, instrumentation) of a performer or conductor. Analyze the way in which performers or conductors interpret the intent of the composer in a recorded or live performance. 	<p><u>Tools</u></p> <ol style="list-style-type: none"> Compare and contrast sound production of instruments from various cultures. <p><u>Processes</u></p> <ol style="list-style-type: none"> Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, bowing). Use standard notation to record one's own and others' musical ideas. Sight-read an instrumental or vocal score of up to four staves, demonstrating accuracy in reading symbols for pitch, rhythm, expressive qualities, and articulation/diction. Demonstrate the ability to read written notation for a vocal or instrumental part. Critique the effectiveness (e.g., style, interpretation, instrumentation) of a performer or conductor. Analyze the way in which performers or conductors interpret the intent of the composer in a recorded or live performance.
<p>Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)</p>		

Fine Arts – Visual Arts Performance Descriptors

26A Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts.

Stage E	Stage F	Stage G
<p><u>Tools and Processes</u></p> <ol style="list-style-type: none"> 1. Select and use appropriate tools and materials to create in 2-D and 3-D (e.g., Tools: pens, fine and coarse brushes; Materials: scratch board, styrofoam). 2. Explain the processes used with specific tools (e.g., clay sculpture: coil, slab; chalk: smudge, rubbing). 3. Recognize the different characteristics of similar materials (e.g., watercolor/tempera; plasticene clay/fire clay; crayon/chalk). 4. Describe and/or demonstrate how the same idea is executed in 2-D and 3-D media. 5. Describe or demonstrate tools and processes of printmaking (e.g., block, mono, stamp, vegetable printing). 6. Describe or demonstrate the process of weaving (e.g., paper weaving, cardboard, loom). 7. Describe or demonstrate the process of photography (e.g., camera, darkroom, paper prints). 8. Describe or demonstrate various processes that can be used to create sculpture (e.g., clay, <i>papier mâché</i>, found objects). 	<p><u>Tools and Processes</u></p> <ol style="list-style-type: none"> 1. Recognize similar characteristics among a range of 2-D or 3-D media (e.g., watercolor/tempera, plasticene clay/fire clay, crayon/chalk). 2. Explain how tools, processes, and materials combine to create specific effects in a 2-D art work (e.g., foam or bristle brushes, q-tips or sticks to apply paint). 3. Select specific tools, materials, and processes to communicate an idea in a 2-D and 3-D art work. 4. Demonstrate a variety of processes using art making tools and materials to create a 2-D or 3-D art work (e.g., drawing, weaving, printing). 5. Distinguish among the processes of film, animation, and video. 	<p><u>Tools and Processes</u></p> <ol style="list-style-type: none"> 1. Create unique specific effects using a combination of media, tools, and processes (e.g., clay tools to texturize, glue to attach textural objects, computer word programs/fonts and sizes). 2. Analyze how the selection of media or tools can enhance the communication of an idea (e.g., using watercolors to paint seascapes or clouds; using computer programs to create animation). 3. Compare and contrast how materials are used when depicting similar subjects. 4. Create special effects in 2-D art work. 5. Distinguish among the processes of film, animation, and video.
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
		Grade 9-10 (H-I-J)
		Grade 11-12 (I-J)

Fine Arts – Visual Arts Performance Descriptors

26A Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts.

Stage H	Stage I	Stage J
<p><u>Tools and Processes</u></p> <ol style="list-style-type: none"> 1. Differentiate between 2-D, 3-D, and time arts. 2. Describe and/or demonstrate how special effects in the visual arts are created through the use of a tool, technology, or process (e.g., film, video, computer programs). 3. Demonstrate processes that create special effects (e.g., scratch knife/ scratch board, gouge/printing block, painting/palette knife). 4. Evaluate the significance of special effects in 2-D art work (e.g., embossing, wet-wet, scuffito, pointillism). 	<p><u>Tools and Processes</u></p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the limitations and potential of media, tools, processes, and technology. 2. Evaluate the effect of changing technologies on the visual arts. 3. Analyze the relationship among the tools, media, technology, and processes. 4. Discuss and evaluate an artist's ability to convey meaning based on the selection of materials and tools. 5. Debate the choice of techniques used to convey meaning in an art work of self and others. 	<p><u>Tools and Processes</u></p> <ol style="list-style-type: none"> 1. Compare and contrast the variety of techniques that can be used for a variety of materials, tools, and techniques. 2. Prioritize techniques of media, tools, and technology to best communicate intended ideas. 3. Describe, analyze, and evaluate an artist's work based on the choices (e.g., media, tools, technology) made to communicate the idea. 4. Demonstrate the influence of modern technologies on tools, materials, and processes.
<p>Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)</p>		

Fine Arts – Dance Performance Descriptors

26B Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts.

Stage E	Stage F	Stage G
<p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Perform sequences and actions with an awareness of control. 2. Practice and improve precision, clarity, and quality in use of body parts, actions, and sensory elements when dancing. 3. Apply spatial factors and a range of action relationships (e.g., unison, succession) when creating dance compositions. 4. Perform combinations of increasingly difficult rhythmic step patterns (e.g., schottische, polka, grapevine). 5. Apply changes of energy in a sequence of movements. 6. Develop a repertoire of folk dance representative of a variety of cultures. 7. Use a variety of dance elements and resources to convey ideas, feelings, or characters in dance compositions. 8. Apply choreographic and musical forms (e.g., AB, ABA, round, rondo, theme and variation) when creating dance compositions. <p><u>Creating</u></p> <ol style="list-style-type: none"> 9. Evaluate dances in terms of the creating processes (e.g., the choreographer's interpretation, communication of the theme). 	<p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Combine and isolate 2-3 moving parts of the body in simple coordination. 2. Practice and improve precision, clarity, and quality in use of body parts, actions, and sensory elements when dancing. 3. Explore, select, and refine actions, dynamic, spatial, and relationship content in dance compositions. 4. Remember, practice, and perform dances made over a period of time. 5. Perform with others in unison and canon and with spatial clarity. 6. Demonstrate movement that reflects musical qualities, form, and style. 7. Structure phrases and sections of dance based on teacher's framework. <p><u>Creating</u></p> <ol style="list-style-type: none"> 8. Discuss the processes that apply when choreographing dance compositions. 	<p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Combine actions (e.g., travel & gesture, traveling turns, turning jumps). 2. Practice and improve precision, clarity, and quality in use of body parts, actions, and sensory elements when dancing. 3. Explore, select, and refine actions, dynamic, spatial, and relationship content in dance compositions. 4. Remember, practice, and perform dances made over a period of time. 5. Perform with others in unison and canon and with spatial clarity. 6. Demonstrate movement that reflects musical qualities, form, and style. 7. Structure phrases and sections of dances based on teacher's framework. <p><u>Creating</u></p> <ol style="list-style-type: none"> 8. Apply creative processes related to the development of dance compositions.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Fine Arts – Dance Performance Descriptors

26B Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts.

Stage H	Stage I	Stage J
<p><u>Skills</u></p> <ol style="list-style-type: none"> Demonstrate movement skills and explain the underlying principles (body alignment, control, coordination, balance, elevation). Practice and improve precision, clarity, and quality in use of body parts, actions, and sensory elements when dancing. Explore, select, and refine actions, dynamic, spatial, and relationship content. Remember and perform traditional and created dances showing its style, expression, and form. Perform with others and in unison with spatial clarity. Demonstrate movement that reflects musical qualities, form, and style. Demonstrate greater awareness of structure of dances (e.g., beginning, phrases, pauses, stops, sections, contrasts, climax). <p><u>Creating</u></p> <ol style="list-style-type: none"> Prioritize creative processes applied when choreographing dance compositions. 	<p><u>Skills</u></p> <ol style="list-style-type: none"> Coordinate isolated, simultaneous, and successive movement. Demonstrate ability to develop and improve movement patterns in relation to spatial elements and relationships (e.g., groups, pairs, formations, objects, dance space, audiences). Demonstrate ability to develop and improve sensory elements and expressive qualities in movement (e.g., speed, force, continuity, rhythmic patterns, principles). Demonstrate stylistic characteristics of different genres (e.g., contemporary, ballet, jazz, African, Indian) and styles within the genres. <p><u>Creating</u></p> <ol style="list-style-type: none"> Explain the processes used to create a dance composition Create and perform a dance composition that reflects a clear and focused idea. Apply the elements of dance in a movement composition; provide evidence of research and processes applied in planning. 	<p><u>Skills</u></p> <ol style="list-style-type: none"> Coordinate isolated, simultaneous, and successive movement. Demonstrate extended performance skills (e.g., dynamic variations, focus, extension, line, projection, rhythmic accuracy, musicality). Perform alone or as part of a group through practicing more complex set dances, technological studies, dances from different sources (e.g., teacher's choreography, peer dance, parts of professional dance compositions). Demonstrate ability to dance in a range of styles. <p><u>Creating</u></p> <ol style="list-style-type: none"> Using a variety of techniques, technologies, and resources, create and perform a complex work of art that demonstrates all of the following: <ul style="list-style-type: none"> a conceptual rationale; exploration, research, planning, practice, evaluation using criteria, revision, justification; and proficiency in advanced techniques, tools, and technologies.
<p>Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)</p>		

Fine Arts – Drama Performance Descriptors

26B Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts.

Stage E	Stage F	Stage G
<p><u>Skills and Creating</u></p> <ol style="list-style-type: none"> 1. Demonstrate a variety of vocal techniques (e.g. pitch, rate, volume) and movements to create a character. 2. Enact a drama with a group demonstrating focus, concentration, teamwork, and rehearsal. 3. Collaborate with a group (e.g., plan an ensemble drama). 4. Sequence a series of actions and events into a drama. 5. Create environments or simple staging for a drama. 	<p><u>Skills and Creating</u></p> <ol style="list-style-type: none"> 1. Incorporate vocal techniques of volume and clarity and physical techniques of poise, posture, facial expression, and eye contact to create a character. 2. Alter the environment to indicate a setting. 3. Invent a character based on personal experience or research. 4. Demonstrate shape, line, level, use of space, and concentration in an ensemble drama. 5. Collaborate and negotiate with a group to create a drama. 6. Adapt a story into a performed drama. 7. Use observations to create a drama. 	<p><u>Skills and Creating</u></p> <ol style="list-style-type: none"> 1. Adapt non-dramatic text (e.g. poem, lyrics) into a drama. 2. Invent a character or situation based on imagination, personal experience, or research. 3. Demonstrate concentration, physical action/reaction, imagination, listening, and memorization in acting a character. 4. Combine vocal techniques with physical techniques to tell a story or enact a character. 5. Plan, design, and/or alter a space, prop, costume, and/or sound source to communicate idea. 6. Demonstrate planning, practicing, evaluating, and revising techniques with a team.
<p>Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)</p>		

Fine Arts – Drama Performance Descriptors

26B Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts.

Stage H	Stage I	Stage J
<p><u>Skills and Creating</u></p> <ol style="list-style-type: none"> 1. Use research to create a drama. 2. Write a scene using script conventions. 3. Create a floor plan for a scene indicating environmental objects and set props. 4. Use vocal techniques (e.g., enunciation, pronunciation, rate, rhythm, tempo, tone, pitch, volume) to perform monologue and dialogue. 5. Memorize and deliver character lines, actions, and reactions from a play, script, scenario, or original work. 6. Demonstrate concentration, observation, imagination, and physical action/reaction. 7. Demonstrate verbal and non-verbal choices in character interpretation showing physical, emotional, and environmental influences. 8. Select set, props, costumes, lights, and sounds to support a drama. 9. Direct a scene. 	<p><u>Skills and Creating</u></p> <ol style="list-style-type: none"> 1. Construct and refine an original script. 2. Adapt a text piece (e.g., poem, prose, monologue, scene, short story) for a performance. 3. Design a few production elements (e.g., costumes, scenery, props, lights, sound, promotional materials). 4. Create a character in an ensemble, solo, or duet performance so the vocal and physical qualities support the script and provide a distinct contrast to other characters. 5. Demonstrate concentration, observation, imagination, vocal and physical adaptation, memorization, relaxation, listening, reacting, motivation, and sensory recall in the creation of a drama/theater activity or performance. 6. Perform a scripted ensemble, solo, or duet scene using research, collaboration, and appropriate staging. 7. Demonstrate improvisational skills. 8. Demonstrate directing skills of blocking, casting, and script analysis. 	<p><u>Skills and Creating</u></p> <ol style="list-style-type: none"> 1. Use research to conceptualize and design a scene or play. 2. Analyze text for physical, social, and psychological dimensions of the characters. 3. Demonstrate rehearsal techniques (e.g., memorization, pacing, polishing work, vocal and physical encoding) used to prepare characterization for an audience. 4. Develop a director's notebook. 5. Direct a scene or play (e.g., blocking, staging, characterization). 6. Select and use elements of spectacle/technology that will support the performance. 7. Create and perform a complex work of art (e.g., acting, scripting, designing, directing) using advanced techniques and technologies. 8. Refine a performance based on review.
<p>Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)</p>		

Fine Arts – Music Performance Descriptors

26B Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts.

Stage E	Stage F	Stage G
<p><u>Skills</u></p> <ol style="list-style-type: none"> Sing or play music that has a difficulty level of 2* (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; and with clear articulation/ diction. <p><u>Creating</u></p> <ol style="list-style-type: none"> Improvise simple harmonic accompaniments using a variety of sound sources. Create or arrange short songs or instrumental pieces within specified guidelines. <p><small>*For purposes of these standards, music is classified into six levels of difficulty adapted by MENC from <i>NYSSMA Manual, Edition XXIII</i>, permission pending: Level 1:very easy. Level 2: Easy. Level 3: Moderately easy. Level 4: Moderately difficult. Level 5: difficult. Level 6: Very difficult.</small></p>	<p><u>Skills</u></p> <ol style="list-style-type: none"> Sing or play music that has a difficulty level of 2* (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; and with clear articulation/ diction. <p><u>Creating</u></p> <ol style="list-style-type: none"> Improvise original melodies over given chord progressions. Compose/arrange music within specific guidelines. <p><small>*For purposes of these standards, music is classified into six levels of difficulty adapted by MENC from <i>NYSSMA Manual, Edition XXIII</i>, permission pending: Level 1:very easy. Level 2: Easy. Level 3: Moderately easy. Level 4: Moderately difficult. Level 5: difficult. Level 6: Very difficult.</small></p>	<p><u>Skills</u></p> <ol style="list-style-type: none"> Sing or play music that has a difficulty level of 3* (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; and with clear articulation/ diction. <p><u>Creating</u></p> <ol style="list-style-type: none"> Improvise rhythmic and melodic variations on given melodies. Compose/arrange music within specific guidelines and style. <p><small>*For purposes of these standards, music is classified into six levels of difficulty adapted by MENC from <i>NYSSMA Manual, Edition XXIII</i>, permission pending: Level 1:very easy. Level 2: Easy. Level 3: Moderately easy. Level 4: Moderately difficult. Level 5: difficult. Level 6: Very difficult.</small></p>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)

Fine Arts – Music Performance Descriptors

26B Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts.

Stage H	Stage I	Stage J
<p><u>Skills</u></p> <ol style="list-style-type: none"> Sing or play music that has a difficulty level of 3* (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; with clear articulation/diction; and with expression appropriate for the work being performed. <p><u>Creating</u></p> <ol style="list-style-type: none"> Improvise harmonizing parts in a variety of styles. Compose/arrange music within specific guidelines and style. <p><small>*For purposes of these standards, music is classified into six levels of difficulty adapted by MENC from <i>NYSSMA Manual, Edition XXIII</i>, permission pending: Level 1: Very easy. Level 2: Easy. Level 3: Moderately easy. Level 4: Moderately difficult. Level 5: difficult. Level 6: Very difficult.</small></p>	<p><u>Skills</u></p> <ol style="list-style-type: none"> Sing or play music that has a difficulty level of 3* and/or 4* (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; with clear articulation/diction; and with expression appropriate for the work being performed. <p><u>Creating</u></p> <ol style="list-style-type: none"> Improvise harmonizing parts in a variety of styles. Compose/arrange music within specific guidelines and style. <p><small>*For purposes of these standards, music is classified into six levels of difficulty adapted by MENC from <i>NYSSMA Manual, Edition XXIII</i>, permission pending: Level 1: Very easy. Level 2: Easy. Level 3: Moderately easy. Level 4: Moderately difficult. Level 5: difficult. Level 6: Very difficult.</small></p>	<p><u>Skills</u></p> <ol style="list-style-type: none"> Sing or play music that has a difficulty level of 4* (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; with clear articulation/diction; and with expression appropriate for the work being performed. <p><u>Creating</u></p> <ol style="list-style-type: none"> Improvise original melodies in a variety of styles over given chord progressions, each in a consistent style, meter, and tonality. Compose or arrange music demonstrating imagination and technical skill in applying the principles of composition. <p><small>*For purposes of these standards, music is classified into six levels of difficulty adapted by MENC from <i>NYSSMA Manual, Edition XXIII</i>, permission pending: Level 1: Very easy. Level 2: Easy. Level 3: Moderately easy. Level 4: Moderately difficult. Level 5: difficult. Level 6: Very difficult.</small></p>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)

Fine Arts – Visual Arts Performance Descriptors

26B Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts.

Stage E	Stage F	Stage G
<p><u>Skills and Creating</u></p> <ol style="list-style-type: none"> 1. Create a cartoon strip with a sequence of actions. 2. Draw a still life composed of objects based on mechanical forms (e.g., balls, boxes, blocks, cups) demonstrating overlap and placement. 3. Sketch and build a sculpture from a 2-D drawing. 4. Design an architectural structure from imagination. 5. Draw a building from observation using geometric shapes and forms. 6. Create the illusion of depth in a 2-D art work (e.g., overlap, size change, placement, color change, detail). 7. Construct a plan for a work of art using research. 	<p><u>Skills and Creating</u></p> <ol style="list-style-type: none"> 1. Create functional objects from a variety of materials (e.g., clay, metal, fiber). 2. Create a realistic 2-D art work. 3. Create a time art work (e.g., flip book, mobile/kinetic sculpture, animation, video, film). 4. Develop a series of pictures for a storyboard. 5. Create the illusion of depth in a 2-D art work (e.g., overlap, size change, placement). 6. Create an art work based on a plan incorporating research and problem solving. 	<p><u>Skills and Creating</u></p> <ol style="list-style-type: none"> 1. Create a decorative 2-D art work. 2. Create an abstract art work using shapes and color to convey mood. 3. Use linear perspective to create the illusion of 3-D on a flat surface. 4. Use a computer to create a simple animated art work. 5. Investigate the use of video in a performance work. 6. Create an art work based on a plan incorporating research and problem solving.
<p>Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)</p>		

Fine Arts – Visual Arts Performance Descriptors

26B Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts.

Stage H	Stage I	Stage J
<p><u>Skills and Creating</u></p> <ol style="list-style-type: none"> 1. Use a variety of materials and processes to create functional and decorative art work (e.g., mosaics, murals, clay pottery, weavings, paintings). 2. Use linear and aerial/atmospheric perspective to create the illusion of 3-dimensionality in a 2-dimensional artwork. 3. Create a performance art work incorporating the use of computer or video. 4. Use 2-D or 3-D materials to create an abstract work. 5. Create an art work based on a plan incorporating research and problem solving. 	<p><u>Skills and Creating</u></p> <ol style="list-style-type: none"> 1. Construct a plan for a work of art based on: <ul style="list-style-type: none"> • gathering information, • making adjustments, • evaluating the image in terms of criteria, and • correlating intent and solution. 2. Create art works in a variety of materials and techniques. 3. Create art works in a variety of styles. 4. Create art works based on planning, research, and problem solving. 	<p><u>Skills and Creating</u></p> <ol style="list-style-type: none"> 1. Create a body of work that will become a portfolio using a variety of technologies, resources, and independent decision making demonstrating: <ul style="list-style-type: none"> • a conceptual rationale (e.g., artist's statement of intent); • depth (e.g., exploration, research, planning, practice, evaluation); • proficiency (e.g., advanced techniques, tools, techniques); and • evaluation (e.g., critique, revision, justification).
<p>Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)</p>		

Fine Arts Performance Descriptors

27A Students who meet the standard can analyze how the arts function in history, society and everyday life.

Stage E	Stage F	Stage G
<p><u>Roles of artists and audiences</u></p> <ol style="list-style-type: none"> Evaluate audience behaviors of self and others. Explain how works of art relate to the environment where they are performed or displayed and how the space affects the art works (e.g., outdoor sculpture, murals, theatre in the round, dancing in a parade vs. on a stage). Describe how the site (e.g., outdoor art fair vs. museum, half-time show at a sporting event vs. symphony hall) influences who the audience is and the way the audience responds. <p><u>Contributions of the arts</u></p> <ol style="list-style-type: none"> Explain ways dance, drama, music, and visual art play a part in everyday life (e.g. education, architecture, landscape design, political cartoons, fashion design, background music, television). Analyze how the arts are used in commercial applications (e.g., posters, TV commercials, package design, industrial design). Categorize types of artists with their art and art related products or performances (e.g., commercial artist, artistic directors). 	<p><u>Roles of artists and audiences</u></p> <ol style="list-style-type: none"> Demonstrate good audience behavior and evaluate the behavior of self and others. Describe how audience behavior changes a product or performance. <p><u>Contributions of the arts</u></p> <ol style="list-style-type: none"> Compare and contrast how the arts function in two different types of ceremonies (e.g., parades, weddings, graduations, sporting events). Give examples in which various arts are used to persuade and promote ideas. List technology used in the arts (e.g., cameras, synthesizers, computers, printing press). Categorize types of artists with their art and art related products or performances (e.g., designers create packages, composers write advertising jingles, architects design buildings). 	<p><u>Roles of artists and audiences</u></p> <ol style="list-style-type: none"> Demonstrate good audience behavior and evaluate the behavior of self and others. Describe how audience behavior changes a product or performance. <p><u>Contributions of the arts</u></p> <ol style="list-style-type: none"> Compare and contrast the function of the arts in two similar types of ceremonies (e.g., parades - Thanksgiving Day Parade and Mardi Gras; Opening Ceremony - Super Bowl and World Series). Explain the way the various arts are used to persuade and promote ideas in advertising. Explain the ways technology is used to communicate in each of the arts. Describe in each art form at least two artists' roles and how those roles contribute to the world of work.
<p>Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)</p>		

Fine Arts Performance Descriptors

27A Students who meet the standard can analyze how the arts function in history, society and everyday life.

Stage H	Stage I	Stage J
<p><u>Roles of artists and audiences and contributions of the arts</u></p> <ol style="list-style-type: none"> 1. Demonstrate good audience behavior and evaluate the behavior of self and others. 2. Describe how audience behavior changes a product or performance. 3. Analyze how the arts function in ceremonies (e.g., Olympics, political conventions). 4. Analyze how various arts are used to persuade and promote ideas (e.g., political conventions, campaigns, advertising). 5. Analyze how the artist in each of the arts uses technology creatively. 6. Investigate occupations that are related to the arts industry (e.g., record producers, museum lecturers, gallery owners, box office administrators, wardrobe designers). 	<p><u>Roles of artists and audiences and contributions of the arts</u></p> <ol style="list-style-type: none"> 1. Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments, entertainment, historical record, jobs). 2. Analyze how the arts inform and persuade through movement, sound, and image. 3. Examine the purposes and effects of various media (e.g., film, print, multimedia presentations) in terms of informing, entertaining, and persuading the public. 4. Justify an opinion about the purposes and effects of various media in terms of informing and persuading the public. 	<p><u>Roles of artists and audiences and contributions of the arts</u></p> <ol style="list-style-type: none"> 1. Evaluate the function of the arts in historical, societal, economic, and personal contexts (e.g. careers, aesthetics, commentary or criticism, predictor of or catalyst for change, tools for learning, economic contribution, therapy, propaganda/ advertising, making the invisible visible, cross disciplinary synthesis). 2. Evaluate the ways the arts are used to inform and persuade through traditional and contemporary art forms. 3. Examine the purposes and effects of various media (e.g. film, print, multimedia presentations) in terms of informing, entertaining, and persuading the public. 4. Hypothesize how the arts will function in the future as a result of changes in traditional and contemporary media.
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)		Grade 11-12 (I-J)

Fine Arts Performance Descriptors

27B Students who meet the standard understand how the arts shape and reflect history, society and everyday life.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> 1. Describe how the same idea is expressed in works of art (e.g., portraits, wedding dances, national anthems) from different cultures, times, or places. 2. Compare the ways different cultures, times, or places use materials to produce works of art (e.g., musical instruments, masks, puppets, pottery, textiles). 3. List artists who have made significant contributions and describe their ideas. 	<ol style="list-style-type: none"> 1. Investigate how the arts reflect different cultures, times, and places. 2. Compare how different art forms express aspects of the same culture, time, or place. 3. Compare and contrast the contribution of individual artists on movements, trends, or periods. 	<ol style="list-style-type: none"> 1. Determine the reasons why certain artists or works of art reflect culture (e.g. totems, ritual). 2. Connect artists or their works with the trends and/or influences they create(d).
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)		Grade 11-12 (I-J)

Fine Arts Performance Descriptors

27B Students who meet the standard understand how the arts shape and reflect history, society and everyday life.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> 1. Analyze how a particular art work (e.g., social dance, political cartoons, protest songs, films) influenced society in a given time period. 2. Analyze how the works of a particular artist (e.g., playwright, composer, computer artist, choreographer) shape or reflect a given time period or event. 3. Describe the influences of at least two artists (dance, drama, music or visual art) on their times. 	<ol style="list-style-type: none"> 1. Classify selected works of art by style, periods, or cultures (e.g., Classical, Renaissance, Romanticism, Pan-Asian, Native American). 2. Analyze selected historical and contemporary works of art for distinguishing characteristics of style, period, or culture. 3. Trace how artistic styles have changed in response to cultural, historical, and technological events (e.g., inventions, transportation, economics, wars). 4. Connect the artists/works with the trends and/or influences of others (e.g. Picasso's "Guernica"; Stravinsky's "Firebird", Rodgers & Hammerstein's <i>Oklahoma</i>). 	<ol style="list-style-type: none"> 1. Analyze the impact of political actions, current events, and natural phenomena (e.g., wars, civil unrest, disasters, economic prosperity, discovery, technology, legislation) on the development and production of art. 2. Cite examples of where the arts shaped aspects of a culture (e.g., Dionysian theatre festival, Renaissance church art and music, cinema and the Depression). 3. Analyze how historical and cultural contexts influence arts processes and products (e.g., Reformation, patronage system, invention of microphone, camera, and printing press, WPA).
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)		Grade 11-12 (I-J)

GLOSSARY

AB FORM - music, dance, or visual image composed of two contrasting sections.

ABA FORM - music, dance or visual image composed of two contrasting sections with the first section repeating after the second section.

AESTHETIC COMPONENTS - the sensory, formal, technical, and expressive properties of an art work.

AESTHETIC CRITERIA - criteria based on art theories; principles; and the social, political, and cultural context used to judge the value and impact of an art work.

DYNAMICS - variations in the degree of loudness or softness in a musical composition or the variety of vocal, aural, visual and physical intensity in a dramatic presentation.

EXPRESSIVE QUALITIES - emotion, mood, and ideas expressed in a work of art.

LEVEL - the placement of the body (e.g., high, middle, low) by an actor or dancer.

LOCOMOTOR - actions which are performed while traveling through space in dance and drama.

NONLOCOMOTOR - actions which are performed while staying in one place in dance and drama.

ORGANIZATIONAL PRINCIPLES - structure and organization of the various parts of a whole work of art.

PITCH - the highness or lowness of the voice of an actor or a musical tone.

RONDO - a music or dance form resulting from the alternation of a main theme with contrasting themes; diagrammed: ABACA.

ROUND - a music or dance form in which two or more groups perform the same melody or movement sequence but start at different times.

RHYTHM - dance and music: the organization of long and short sounds/movements; drama: the stops, retards, and structural emphasis of a dramatic presentation; visual arts: the repetition of sensory elements which creates a sense of movement.

SENSORY ELEMENTS - elements of an art form perceived through the senses; what an audience/viewer sees or hears.

SHAPE - dance and drama: the body shape (e.g., straight, rounded, twisted) created by a dancer or actor; visual arts: an area within a defined boundary or line.

TEMPO - dance and music: the rate of speed of a composition; drama: the pace of a dramatic presentation.

TEXTURE - music: the number of lines of music and the relationships among those lines; visual arts: a surface quality which is either seen (visual) or felt (tactile) in a visual image.

THEME AND VARIATIONS - a definite, complete musical subject or choreographic idea followed by modifications of that subject or idea.

TIME ARTS - those arts that evolve over a period of time (e.g., music, drama, dance, performance, video, film, and computer animation).

RELATIONSHIP OF PERFORMANCE DESCRIPTORS TO NATIONAL AND STATE STANDARDS

Learning Standards indicate what students are expected to know and be able to do in relation to each of the existing State Goals. The link between National and State Standards is illustrated below.

Crosswalk of Fine Arts State and National Standards

ILLINOIS STATE GOALS 1997	NATIONAL CONTENT STANDARDS LINK			
	Dance	Drama/ Theatre	Music	Visual Art
<p>STATE GOAL Know the language of the arts</p> <p>LEARNING STANDARD <i>As a result of their schooling, students will be able to:</i></p> <p>A. Understand the sensory elements, organizational principles, and expressive qualities of the arts.</p> <p>B. Understand the similarities, distinctions, and connections in and among the arts.</p>	1,2,3,4 7	1 6,8	5,6,7 8	2,3,5 8
<p>STATE GOAL 26 Through creating and performing, understand how works of art are produced.</p> <p>LEARNING STANDARD <i>As a result of their schooling, students will be able to:</i></p> <p>A. Understand processes, traditional tools, and modern technologies used in the arts.</p> <p>B. Apply skills and knowledge necessary to create and perform in the arts.</p>	1,2,3,4,6, 7 – Links relate to A & B	1,2,3,4,5, 7 – Links relate to A & B	1,2,3,4,5, 6,7 – Links relate to A & B	1,2,3,4,5, 6 – Links relate to A & B
<p>STATE GOAL 27 Understand the role of the arts in civilizations, past and present.</p> <p>LEARNING STANDARD <i>As a result of their schooling, students will be able to:</i></p> <p>A. Analyze how the arts <i>function</i> in history, society, and everyday life.</p> <p>B. Analyze how the arts <i>shape/influence</i> and <i>reflect</i> history, society, and everyday life.</p>	5 – Link relates to A & B	1,5,8 – Links relate to A & B	9 – Link relates to A & B	4 – Link relates to A & B

REFERENCES

Illinois Fine Arts Resource Manual. Illinois State Board of Education, Springfield, Illinois.

National Standards for Arts Education; What Every Young American Should Know and Be Able to Do in the Arts. Consortium of National Arts Education Associations, Reston, Virginia.

Performance Standards for Music. Music Educators National Conference, Reston, Virginia.

Standards from the following states:

Arizona

California

Colorado

South Carolina

Texas

Vermont