

**FINE ARTS
PERFORMANCE DESCRIPTORS**

GRADES 1-5

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

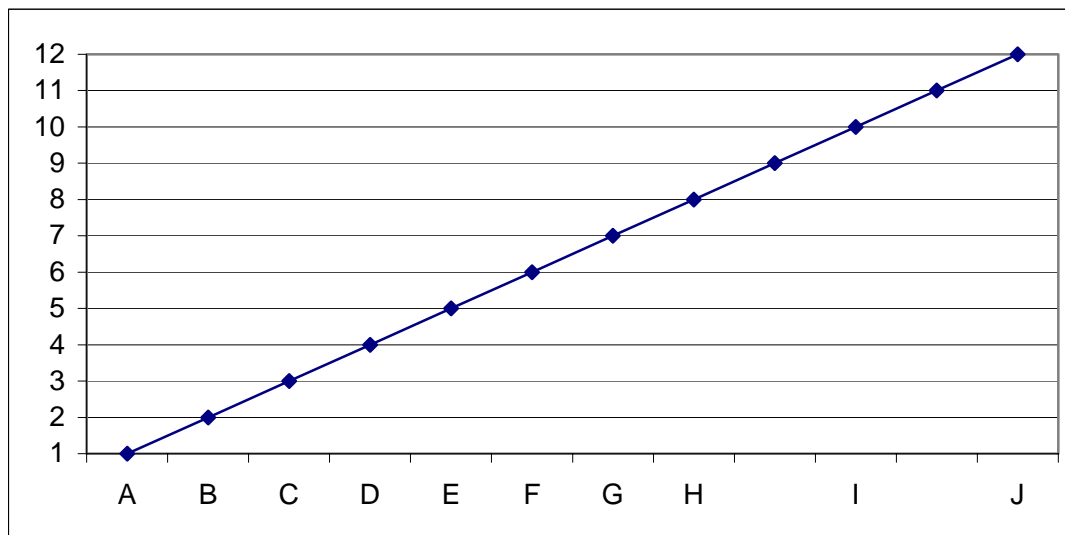
Design for Performance Standards

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 will 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:

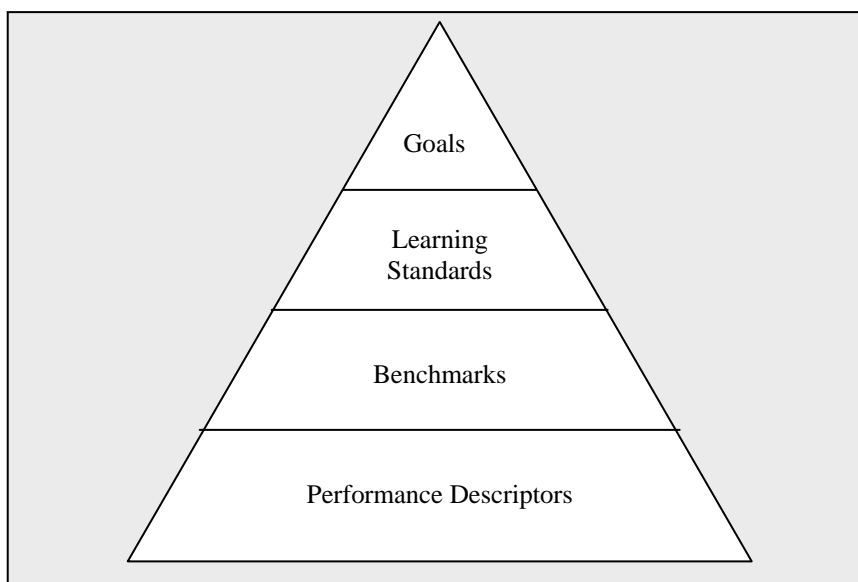
- Do the performance standards indicate the levels of performance students should attain, descriptions of performance at each level, and rules that enable educators to determine whether students have reached a given level?
- Do the performance standards include a range of work . . . to show that students 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 A	Stage B	Stage C
<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Identify body parts and basic locomotor and nonlocomotor movements. 2. Explore personal and shared space, directions, levels, size of movement, and body shapes. 3. Identify quick/slow, strong/light movements. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 4. Identify two parts in a dance or accompaniment (AB form). 5. Identify starting and ending positions in personal or peer dances. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 6. Suggest meanings that locomotor and nonlocomotor movements can convey (e.g., light, quick skips suggest happiness). 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Identify body parts and describe locomotor and nonlocomotor movements they perform. 2. Identify personal and shared space, directions, levels, size of movements, body shapes. 3. Identify quick/slow, strong/light movements. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 4. Identify two parts in a dance and/or accompaniment (AB form). 5. Identify starting and ending positions in personal or peer dances. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 6. Suggest meanings that locomotor and nonlocomotor movement can convey (e.g., light, quick skips suggest happiness; dragging feet suggest sadness). 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Identify and describe basic locomotor and nonlocomotor movements in personal and peer performances. 2. Distinguish among spatial factors (direction, level, size, shape). 3. Describe quick/slow, strong/light movements in personal and peer performances. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 4. Create and demonstrate dances showing an understanding of AB form and logical sequencing of movement (beginning, middle, and ending). 5. Structure movements into dance phrases and sections. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 6. Identify specific actions, gestures, and changes in movements that communicate feelings and ideas.
<p>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</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 D	Stage E	Stage F
<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 the use of spatial factors in dance compositions. 3. Distinguish between sustained/ percussive movement qualities. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 4. Identify various choreographic and musical forms (AB, ABA, and round). 5. Identify the choreographic (aesthetic) principles (e.g., contrast, repetition) in a dance composition. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 6. Interpret the kinds of meanings/feelings conveyed by different space, time, and energy (force and flow) factors (e.g., fast/light, ongoing, large actions on a zigzag pathway for excitement). 	<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>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</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 A	Stage B	Stage C
<p><u>Sensory Elements</u> 1. Identify uses of sound, movement, and space in drama/theater.</p> <p><u>Organizational Principles</u> 2. Retell what happens in a story. 3. Identify characters and setting in a drama.</p> <p><u>Expressive Qualities</u> 4. Identify the emotions of happy, sad, mad, and scared.</p>	<p><u>Sensory Elements</u> 1. Differentiate personal space, group space, and partner space. 2. Choose movements to communicate an idea. 3. Distinguish between vocal and non-vocal sounds used in a drama.</p> <p><u>Organizational Principles</u> 4. Identify the beginning, middle, and end of a story. 5. Identify the characters, setting, problem, and solution in a drama.</p> <p><u>Expressive Qualities</u> 6. Identify emotions (e.g., happy, sad, mad, scared) created by actors in a drama.</p>	<p><u>Sensory Elements</u> 1. Explain the difference between performance and audience space. 2. Explain how movement and sound are used in drama/theater to communicate ideas and characters.</p> <p><u>Organizational Principles</u> 3. Suggest alternative dialogue and/or actions to complete or change a story. 4. Identify the plot, character, setting, problem/resolution, and message of a drama.</p> <p><u>Expressive Qualities</u> 5. Identify emotions communicated through body language choices.</p>
<p>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</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 D	Stage E	Stage F
<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Defend movement and vocal choices used to communicate an idea. 2. Explain how music and sound are used to communicate emotion and mood. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 3. Identify conflict in a dramatic situation. 4. Identify the elements of a scripted drama (e.g., dialogue, narration, character lists, time, place listing). 5. Analyze the choice of setting and characters used in a drama. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 6. Identify the message, theme, and purpose of a drama. 7. 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"> 1. Analyze movement and sound (both vocal and non-vocal) choices used to communicate mood and character. 2. 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"> 3. Identify conflict in a drama (e.g., man vs. man, man vs. self, man vs. nature, man vs. supernatural, man vs. society). 4. Differentiate between improvisation and scripted drama. 5. Evaluate the choice of setting and character used in a drama. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 6. Identify the message, theme, and purpose of a drama. 7. 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"> 1. Describe ways an actor uses voice (i.e., pitch, rate, volume) and body (i.e., posture, gestures, facial expressions) to communicate character and setting. 2. Explain the choice of support tools/design elements (props, costumes, lights, sound, make-up, sets) used to support a drama. 3. 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"> 4. Identify different types of narrative conventions used in a drama (e.g. narrator as character, narrator as story teller, narrator as omnipotent observer). 5. 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). 6. 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). 7. Compare improvisation and scripted drama. 8. Construct a scenario with a definite beginning, middle, and ending. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 9. Analyze how physical shape and level, along with the physical relationship of characters to each other, communicate ideas and emotions to an audience.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
		Grade 4 (C-D-E)
		Grade 5 (D-E-F)

Fine Arts – Music Performance Descriptors

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

Stage A	Stage B	Stage C
<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Identify loud, soft, high, and low sounds. 2. Identify fast and slow music. 3. Identify tone colors (timbres) of voices and environmental sounds. 4. Identify long and short sounds. 5. Echo a steady beat. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 6. Distinguish between same and different phrases or sections in a simple song. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 7. Match the mood, emotion, or idea expressed in a musical example with the sensory element that creates that expressive quality. 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Imitate loud, soft, high, and low sounds. 2. Identify fast and slow music. 3. Identify tone colors (timbres) of voices, environmental sounds, and classroom instruments. 4. Imitate long and short sounds. 5. Echo a steady beat. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 6. Indicate the phrases or sections in simple AB and ABA songs. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 7. Identify the sensory element that creates a mood, emotion, or idea in a musical example. 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Distinguish between loud/soft, high/low sounds. 2. Distinguish between fast/slow music. 3. Distinguish between same and different tone colors (timbres) of voices, classroom instruments, and environmental sounds. 4. Distinguish between long and short sounds. 5. Echo a rhythm pattern. 6. Replicate the beat in a musical composition. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 7. Identify simple music forms (e.g. rondo, ostinato) when presented aurally. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 8. Identify different sensory elements that create a mood, emotion, or idea in a simple musical selection.
<p>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</p>		

Fine Arts – Music Performance Descriptors

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

Stage D	Stage E	Stage F
<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Describe the tempo(s) and dynamic level(s) in a simple musical example. 2. Identify tone colors (timbres) of a variety of musical instruments. 3. Replicate the rhythm pattern of a given musical example. 4. Demonstrate duple and triple meter. 5. Identify major and minor tonalities in musical examples. 6. Identify melodies going upward, going downward, and staying the same in a written musical example. 7. Define melody and harmony. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 8. Describe the repetition and contrast in form in a musical example. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 9. Explain 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"> 1. Describe the tempo(s) and dynamic level(s) in a complex aural musical example. 2. Identify the tone color(s) [timbre(s)] of the instruments and/or voices in an aural musical example. 3. Distinguish between the beat and the rhythm(s) of a given musical example. 4. Identify the meter in a musical example. 5. Distinguish major and minor tonalities in aural musical examples. 6. Describe melodic movement (e.g. upward, downward, steps, skips, repeated notes) in an aural example. 7. Distinguish between a melody with harmony and a melody without harmony. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 8. Identify simple music forms (e.g. imitation, theme, variation) when presented aurally. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 9. 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"> 1. Translate common Italian tempo(s) (e.g., andante, presto), dynamic (e.g., piano, forte), and articulation(s) (e.g., staccato, legato) markings into English. 2. Distinguish between the beat and the rhythm(s) of a given musical example. 3. Identify the meter in a musical example. 4. Distinguish major and minor tonalities in aural musical examples. 5. Label the intervals in a written melody. 6. Identify the texture (e.g., polyphonic, homophonic, or monophonic) in a given aural example. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 7. Analyze the form of a simple musical composition. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 8. Compare and contrast the use of expressive qualities in two performances of the same musical example.
<p>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</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 A	Stage B	Stage C
<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Recognize various types of lines in given art works (e.g., thick/thin, long/short, straight/curved). 2. Discover shapes in a given art work (e.g., circle, square, triangle). 3. Recognize open shapes and closed space. 4. Recognize the correct order of the spectrum (e.g., create a rainbow using colors in the correct order). 5. Distinguish between rough and smooth textures. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 6. Identify simple patterns (e.g., AB, AA, BB, ABA). 7. Recognize direction in an art work (e.g., up and down, back and forth, across). <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 8. Name the mood or emotion shown in an art work (e.g., happy, sad). 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Describe a variety of lines (e.g., create a drawing using spiral, jagged, zigzag, wavy). 2. Distinguish between organic (free-form, natural) and inorganic (geometric) forms/shapes. 3. Identify primary, secondary, and analogous colors in an art work. 4. Identify a variety of textures from organic and person-made objects (e.g., use the technique of rubbing). <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 5. Show size progression (e.g., organize small, medium, large). <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 6. Identify in an art work elements (e.g., jagged lines, curved shapes, bright colors) that convey emotions (e.g., scary, mad). 7. Tell the story an art work shows. 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Distinguish between continuous and broken lines in a given art work (e.g., Jackson Pollack). 2. Describe line direction (e.g., horizontal, vertical, diagonal). 3. Give examples of organic (free-form, natural) and person-made shapes in the visual environment. 4. Select examples of neutral colors found in nature (e.g., clouds, tree bark, rocks). 5. Recognize the difference between warm and cool colors. 6. Match given texture to surfaces and objects. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 7. Distinguish among foreground, middle ground, and background. 8. Identify the horizon line in a given art work. 9. Describe symmetrical and asymmetrical balance. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 10. Recognize the mood or emotion in two or more art works with the same subject (e.g., dragons, cats, weather, ocean). 11. Classify a group of art works according to subject (e.g., portrait, landscape, still life).
<p>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</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 D	Stage E	Stage F
<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Describe the use of line in gesture drawing. 2. Identify the positive and negative space in an art work. 3. Distinguish between 2-D and 3-D art works. 4. Explain the importance of the light source in creating light and shadow. 5. Construct a color wheel in a given media (e.g., cut or torn paper, paint, oil pastels). <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 6. Recognize rhythm created through the repetition of sensory elements (e.g., the squares of Mondrain). 7. Recognize the relationship of parts to the whole in an art work. 8. Demonstrate the use of radial balance in a 2-D art work. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 9. Identify symbols from everyday life in given art work. 10. Compare mood in several portraits of famous people. 11. Illustrate an original story (e.g., Young Authors). 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Distinguish between figure and ground in a still life composition. 2. Differentiate between positive and negative spaces in a sculpture. 3. Describe value and line and how they transform shapes to 3-D forms. 4. 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"> 5. Recognize a repeated element that creates a random rhythm (e.g., crazy quilt). 6. 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"> 7. Identify universal symbols from every day life. 8. 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"> 1. Distinguish between figure and ground in a still life composition. 2. Differentiate between positive and negative spaces in a sculpture. 3. Explain the illusion of a 3-D object drawn on a flat surface. 4. Recognize color schemes in a work of art. 5. Construct a color wheel which consists of primary, secondary, and intermediate colors. 6. 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"> 7. 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"> 8. Select and describe expressive qualities that contribute to subject matter in an art work. 9. Compare similar symbols in a 2-D or 3-D art work (e.g., flags, traffic signs, logos).
<p>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</p>		

Fine Arts Performance Descriptors

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

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> 1. Name one way each art form is different from the others (e.g., music and drama use voice; dance and visual arts do not). 2. Describe the theme, idea, feeling, or story within an art work (e.g., mood in "Starry Night", Peer Gynt Suite). 	<ol style="list-style-type: none"> 1. Identify sensory elements, organizational principles, and expressive qualities used in more than one art form. 2. Examine the same sensory elements, organizational principles, and expressive qualities in two different works in the same art form. 3. Investigate story, feelings, or expressive ideas shared in the work of two different art forms. 	<ol style="list-style-type: none"> 1. Compare sensory elements, organizational principles, and expressive qualities shared among several art forms that express a similar idea (e.g. beginning, middle, and end in music, dance, and drama). 2. Compare the use of sound, movement, action, or visual images to express similar ideas (e.g., subject matter such as night, ocean; emotions/moods such as sad, scary).
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Fine Arts Performance Descriptors

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

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. Use the vocabulary of elements, principles, and tools when describing a work of art. 2. Plan and create a work of art that expresses a specific idea, mood, or emotion using defined elements, principles, and tools. 	<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.
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Fine Arts - Dance Performance Descriptors

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

Stage A	Stage B	Stage C
<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Tell that the body is what dancers use for dance. 2. Suggest movements that would be appropriate for response to words, sounds, pictures, props, and/or stories. <p><u>Processes</u></p> <ol style="list-style-type: none"> 3. Explore one idea/element (e.g., level or body shape). 	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Identify the body as the main tool of dance. 2. Suggest movements that would be appropriate for response to words, sounds, pictures, props, and/or stories. <p><u>Processes</u></p> <ol style="list-style-type: none"> 3. Explore movement combining two or more elements (e. g., join body shape and level). 	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Explain why the body is the main tool of dance. 2. Discuss ways words, sounds, pictures, props, and stories are used to create or perform dances. <p><u>Processes</u></p> <ol style="list-style-type: none"> 3. Create and perform sequences/phrases that demonstrate the elements.
<p>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</p>		

Fine Arts - Dance Performance Descriptors

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

Stage D	Stage E	Stage F
<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Discuss ways to maintain the body as a healthy tool for dance. 2. Identify specific movements that can be 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. 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>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</p>		

Fine Arts - Drama Performance Descriptors

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

Stage A	Stage B	Stage C
<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Name the three primary tools (i.e., mind, body, voice) of drama. 2. Demonstrate ways the mind, body, and voice are used to communicate character. <p><u>Processes</u></p> <ol style="list-style-type: none"> 3. Name partner strategies used to plan a drama. 4. Tell what practicing/ rehearsing is in the development of a drama. 	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Identify the three primary tools (i.e., mind, body, voice) of drama. <p><u>Processes</u></p> <ol style="list-style-type: none"> 2. Demonstrate group strategies used to plan a drama. 3. Demonstrate the practicing/rehearsing techniques used to create a drama. 4. Interact in role with other characters using safe movement in an improvised and/or rehearsed drama. 	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Connect the three primary tools (i.e., mind, body, voice) to skills learned. <p><u>Processes</u></p> <ol style="list-style-type: none"> 2. Compare collaboration strategies used to plan a drama. 3. Explain why actors use practicing/rehearsing techniques to prepare a drama. 4. Interact with other characters using safe and appropriate movement and dialogue in an improvised and/or practiced/rehearsed drama.
<p>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</p>		

Fine Arts - Drama Performance Descriptors

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

Stage D	Stage E	Stage F
<p><u>Tools</u></p> <ol style="list-style-type: none"> Analyze the ways the mind, body, and voice are used to communicate character, setting, and emotions. Identify support tools used in drama (i.e., costumes, sets, lights, props, sounds, make-up). <p><u>Processes</u></p> <ol style="list-style-type: none"> Demonstrate the process used to refine a drama (i.e., plan, practice, evaluate, revise, re-plan, re-practice). Compare puppeteering to acting and improvising. 	<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>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</p>		

Fine Arts - Music Performance Descriptors

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

Stage A	Stage B	Stage C
<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Identify voices of classmates. 2. Label environmental sounds. <p><u>Processes</u></p> <ol style="list-style-type: none"> 3. Demonstrate differences between singing, speaking, shouting, and whispering voices. 4. Connect sound characteristics (e.g., long/short, high/low) to iconic notation. 	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Identify different types of voices (e.g., man and child). 2. Label environmental sounds. 3. Identify classroom instrument sounds. 4. Identify instruments visually. <p><u>Processes</u></p> <ol style="list-style-type: none"> 5. Use appropriate vocal timbre and volume when singing classroom songs. 6. Interpret basic rhythmic notation symbols (e.g., whole note, half note, quarter note). 7. Sing or play accurately simple pitch notation using a symbol system (e.g., icons, syllables, numbers, letters). 	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Distinguish between the sounds of two different voices (e.g., man and child). 2. Distinguish between the sounds of two different environmental sounds (e.g., pencil sharpener and chalkboard). 3. Distinguish between the sounds of two different classroom instruments (e.g., tambourine and drum). 4. Identify orchestral/band instruments visually. <p><u>Processes</u></p> <ol style="list-style-type: none"> 5. Use appropriate vocal timbre and volume when singing classroom songs. 6. Use correct technique (e.g., holding mallets, striking drums) when playing classroom instruments. 7. Echo, read, and/or write accurately rhythm patterns with whole, half, quarter, and eighth notes and rests in 2/4, 3/4, 4/4 meter signatures. 8. Sing or play accurately simple pitch notation in the treble clef using a symbol system (e.g., icons, syllables, numbers, letters).
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
		Grade 4 (C-D-E)
		Grade 5 (D-E-F)

Fine Arts - Music Performance Descriptors

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

Stage D	Stage E	Stage F
<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Classify voices by range (e.g., soprano/alto). 2. Identify orchestral/band instruments from aural examples. 3. Describe how selected instruments produce their sound. <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, bowing). 5. Notate simple rhythmic and melodic patterns. 6. Sing or play accurately simple rhythmic and melodic patterns from a written score. 7. Identify general groupings of instruments and voices (e.g., chorus, band, and/or orchestra). 	<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, 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, 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>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</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 A	Stage B	Stage C
<p><u>Tools and Processes</u></p> <ol style="list-style-type: none"> 1. Name simple materials used to paint, draw, and construct. 2. Select the correct tools necessary to create a 2-D or 3-D work. 3. Use appropriate tools (e.g., brushes, scissors, clay modeling tools) correctly with simple materials when creating an art work. 4. Demonstrate the safe use of materials and tools. 	<p><u>Tools and Processes</u></p> <ol style="list-style-type: none"> 1. List the materials and tools used to paint, draw, and construct. 2. Distinguish between materials and tools used in 2-D and 3-D works. 3. Use appropriate tools (e.g., brushes, scissors, clay modeling tools) correctly with simple materials when creating an art work. 4. Demonstrate the safe and responsible use of materials and tools when creating 2-D or 3-D work. 	<p><u>Tools and Processes</u></p> <ol style="list-style-type: none"> 1. Match the material, tools, and processes used in painting, drawing, and constructing. 2. Compare the use of 2-D and 3-D tools and materials in creating art works. 3. Explain how to use and care for art making tools and media when creating 2-D or 3-D work. 4. Demonstrate the safe and responsible use of materials and tools when creating 2-D or 3-D work. 5. Identify photos, paintings, weavings, prints, ceramics, and sculpture.
<p>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</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 D	Stage E	Stage F
<p><u>Tools and Processes</u></p> <ol style="list-style-type: none"> 1. Choose the correct tools to apply specific media to a given surface (e.g., Tools: brushes, pencils, scissors; Media: markers, tempera, watercolors, clay/plasticene; Surfaces: paper, canvas, board). 2. Match the processes used with simple tools (e.g., applying paint, modeling clay). 3. Describe and demonstrate how two materials (e.g., crayon and chalk) are used to achieve different effects depicting a similar idea. 4. Select a specific art material to communicate a given idea (e.g., pen line to create hair). 5. Differentiate among photographs, paintings, weavings, prints, ceramics, and sculpture. 6. Demonstrate fundamental processes in a variety of visual art forms (e.g., painting, weaving). 	<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, paper mache, 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>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</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 A	Stage B	Stage C
<p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Perform basic locomotor and nonlocomotor movements. 2. Imitate body shapes (stretched, curled, angular, twisted). 3. Explore factors of the spatial elements (personal and shared space, levels, directions, size of movement) in response to verbal cues. 4. Explore time elements (fast/slow, tempos, beat & rhythms) in response to verbal cues. 5. Explore force/energy elements (strong/light) in response to verbal cues. 6. Perform singing games and folk dances representative of a variety of cultures. 7. Improvise dances in response to words, sounds, pictures, props, and/or stories. <p><u>Creating</u></p> <ol style="list-style-type: none"> 8. Relate ideas and feelings perceived through exposure to teacher-directed problem solving tasks. 	<p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Perform and differentiate among basic locomotor and nonlocomotor movements. 2. Imitate and distinguish among stretched, curled, angular, twisted, symmetrical, and asymmetrical body shapes. 3. Demonstrate use of spatial elements (personal and shared, levels, directions, pathways, relationships, size of movement) in response to verbal cues. 4. Explore time elements (fast/slow, tempos, beat & rhythms) in response to verbal cues. 5. Explore force/energy elements (strong/light) in response to verbal cues. 6. Perform singing games and folk dances representative of a variety of cultures. 7. Improvise dances in response to words, sounds, pictures, props, and/or stories. <p><u>Creating</u></p> <ol style="list-style-type: none"> 8. Solve problems and make decisions on the appropriateness of movement in response to teacher directed tasks. 	<p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Perform and differentiate among basic locomotor and nonlocomotor movements. 2. Perform using a series of shapes on different levels and create moving transitions between them. 3. Vary actions with regard to spatial elements (i.e., personal, shared, levels, directions, pathways, relationships, size). 4. Demonstrate a variety of beats, tempos, and rhythms in response to verbal cues. 5. Demonstrate changes in force/energy of movement (e.g., strong/light) in response to verbal cues when dancing. 6. Perform folk dance representative of a variety of cultures. 7. Improvise, create, and perform dances using a variety of resources: voice sounds, body sounds (e.g., clapping, patting, finger snapping), stories, poetry, images, props, and music. <p><u>Creating</u></p> <ol style="list-style-type: none"> 8. Describe processes used when creating dances (e.g., imagining, visualizing, problem solving, how ideas are communicated through movement).
<p>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</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 D	Stage E	Stage F
<p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Perform movements showing an awareness of body control. 2. Show clarity in body shape. 3. Show clarity in size, level, direction, and pathways when dancing. 4. Perform step patterns in response to varied rhythms. 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. Use choreographic and simple musical forms (e.g., AB, ABA, round, rondo) to create movement phrases. <p><u>Creating</u></p> <ol style="list-style-type: none"> 9. Apply the creative processes (e.g., problem solving, interpreting, imagining/visualizing, communicating) when creating dances. 	<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>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</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 A	Stage B	Stage C
<p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Demonstrate ways to use space, movement, and voice to create emotions, characters, objects, or to imitate natural events. 2. Follow directions. 3. Demonstrate cooperation skills. <p><u>Creating</u></p> <ol style="list-style-type: none"> 4. Repeat simple text. 	<p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Demonstrate ways to use the body and voice to communicate character actions, emotions, and sounds in a drama. 2. Follow multi-step directions. 3. Demonstrate collaborative skills. 4. Interact in role with other characters using movement in an improvised and/or rehearsed drama. <p><u>Creating</u></p> <ol style="list-style-type: none"> 5. Use a puppet to communicate a story. 	<p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Demonstrate movement, use of space, vocal sounds, and spoken text in an individual and group drama. 2. Demonstrate the skills of listening, observing, and concentrating. 3. Demonstrate decision-making and problem-solving techniques to create a drama. 4. Interact in role with other characters using appropriate movement and dialogue in an improvised and/or rehearsed drama. <p><u>Creating</u></p> <ol style="list-style-type: none"> 5. Construct a scene with a definite beginning, middle, and end.
<p>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</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 D	Stage E	Stage F
<p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Use movement and voice to communicate characters, actions, emotions, and setting. 2. Demonstrate concentration, recall, and memorization of sequencing to create a drama. 3. Demonstrate teamwork (e.g., brainstorming, compromise) when planning a drama. <p><u>Creating</u></p> <ol style="list-style-type: none"> 4. Use props and sound to enhance a drama. 5. Demonstrate the use of a puppet to communicate a story. 	<p><u>Skills</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). <p><u>Creating</u></p> <ol style="list-style-type: none"> 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>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</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 A	Stage B	Stage C
<p><u>Skills</u></p> <ol style="list-style-type: none"> Sing songs of various cultures in rhythm maintaining a steady tempo. <p><u>Creating</u></p> <ol style="list-style-type: none"> Improvise “answers” in the same style to given rhythmic and melodic phrases. Create and perform appropriate music to augment stories. 	<p><u>Skills</u></p> <ol style="list-style-type: none"> Sing songs of various cultures in rhythm maintaining a steady tempo. <p><u>Creating</u></p> <ol style="list-style-type: none"> Improvise a rhythmic accompaniment for songs of various cultures. Create short vocal or instrumental melodic and rhythmic phrases within specified guidelines. 	<p><u>Skills</u></p> <ol style="list-style-type: none"> Sing on pitch or play on classroom instruments songs of various cultures in rhythm, with appropriate timbre and maintaining a steady tempo. <p><u>Creating</u></p> <ol style="list-style-type: none"> Improvise rhythmic and melodic accompaniments for songs of various cultures. Create short songs or instrumental pieces within specified guidelines.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
		Grade 4 (C-D-E)
		Grade 5 (D-E-F)

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 D	Stage E	Stage F
<p><u>Skills</u></p> <ol style="list-style-type: none"> Sing or play music that has a difficulty level of 1* (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 rhythmic variations or simple melodic embellishments on familiar themes. Create short songs or instrumental pieces within specified guidelines. <p>_____ *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.</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 simple harmonic accompaniments using a variety of sound sources. Create or arrange short songs or instrumental pieces within specified guidelines. <p>_____ *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.</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>_____ *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.</p>
<p>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</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 A	Stage B	Stage C
<p><u>Skills and Creating</u></p> <ol style="list-style-type: none"> 1. Manipulate a variety of materials to create 2-D or 3-D art works. 2. Demonstrate eye/hand coordination when using tools and materials to create an art work. 3. Demonstrate the use of originality/imagination when creating an art work. 4. Construct a sculpture that expresses an idea about people. 	<p><u>Skills and Creating</u></p> <ol style="list-style-type: none"> 1. Purposefully manipulate 2-D and 3-D materials to create an art work that expresses an idea. 2. Create 2-D and 3-D art works that show the use of imagination and express personal ideas. 3. Create sculpture using additive processes (e.g., clay, paper, found objects). 	<p><u>Skills and Creating</u></p> <ol style="list-style-type: none"> 1. Select and skillfully use a variety of materials, mixed media, and tools to create a composition containing subject matter (e.g., figures, landscape, still life). 2. Create a composition expressing a personal idea from observation, research, or imagination. 3. Demonstrate additive and subtractive processes when creating 3-D objects in a variety of materials. 4. Create the illusion of depth in a 2-D art work (e.g., overlap, size change, placement). 5. Construct a plan for a work of art using research.
<p>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</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 D	Stage E	Stage F
<p><u>Skills and Creating</u></p> <ol style="list-style-type: none"> 1. Visually express a verbal or written idea (e.g., illustrate an original story). 2. Use a sketchbook to record ideas and designs. 3. Draw from natural objects (e.g., figure, animal, fish) using a monochromatic color scheme. 4. Design a pattern of geometric shapes and render it in a 3-D object. 5. Draw manufactured or natural objects from direct observation. 6. Create the illusion of depth in a 2-D art work (e.g., overlap, size change, placement). 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 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.
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Fine Arts Performance Descriptors

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

Stage A	Stage B	Stage C
<p><u>Roles of artists and audiences</u></p> <ol style="list-style-type: none"> 1. Listen attentively to and observe performances and art works. 2. Name one occupation associated with each art form (e.g., actor, painter, dancer, musician). 3. Name the four fine arts. <p><u>Contributions of the arts</u></p> <ol style="list-style-type: none"> 4. Identify ways arts are used in celebration's. 5. Interpret movements, sounds, and visual images in art works made by self and others. 6. Tell about a personal experience in the arts. 	<p><u>Roles of artists and audiences</u></p> <ol style="list-style-type: none"> 1. Identify and demonstrate the qualities of good audience behaviors. 2. Share comments in a positive manner about a performance and/or an art work. 3. Name a variety of occupations (e.g., director, actor, composer, conductor, painter, sculptor, dancer, choreographer) associated with different art forms. <p><u>Contributions of the arts</u></p> <ol style="list-style-type: none"> 4. Give examples of how the arts are used in celebrations. 5. Describe how the arts tell us things in different ways (e.g., dance/movement, music, visual image, story). 6. Give examples of personal experiences in the arts outside of school. 	<p><u>Roles of artists and audiences</u></p> <ol style="list-style-type: none"> 1. Distinguish between appropriate and inappropriate audience behaviors. 2. React to performances/ art works in a respectful, constructive, and supportive manner. 3. Match the types of occupations with their art form (e.g., actor, director, playwright, designer with drama). <p><u>Contributions of the arts</u></p> <ol style="list-style-type: none"> 4. Compare ways the arts are used in a celebration (e.g., masks, costumes, banners, songs, dances). 5. List the things that artists make or do when they communicate through the arts (e.g., pictures, songs, advertisements, stories, movements, buildings). 6. Point out ways the arts are used for personal time and enrichment (e.g., concerts, plays, exhibits, broadcasts, social dances, choirs, lessons). 7. Describe occupations that are related to the arts (e.g., photographer, illustrator, composer, playwright, choreographer, architect).
<p>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</p>		

Fine Arts Performance Descriptors

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

Stage D	Stage E	Stage F
<p><u>Roles of artists and audiences</u></p> <ol style="list-style-type: none"> Evaluate audience behaviors of self and others. React to performances/ art works in a respectful, constructive, and supportive manner. Describe the roles of artists in society (e.g. historian, critic, entertainer, inventor). Describe a variety of places where the arts are produced, performed, or displayed. <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., architecture, landscape design, political cartoons, fashion design, background music, television). Explain how the arts are used in commercial applications (e.g., posters, TV commercials, package design, industrial design). Describe occupations that are related to the arts (e.g., landscape architect, political cartoonist, fashion designer, sound engineer). 	<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>Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)</p>		

Fine Arts Performance Descriptors

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

Stage A	Stage B	Stage C
1. Connect images and sounds from a work of art to stories about people and everyday life.	1. Identify the images, objects, sounds, and movements from a work of art and describe what they tell about people, time, places, and everyday life.	1. Identify cultural characteristics of a work of art. 2. Describe how the arts inform viewers about people and events from history. 3. Name significant artists in dance, drama, music, or visual art.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
		Grade 4 (C-D-E)
		Grade 5 (D-E-F)

Fine Arts Performance Descriptors

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

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. Investigate the ways various people (present and past) use the arts to celebrate similar events (e.g., celebrations, festivals, seasons). 2. List significant contributions made by artists in several art forms. 	<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.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)		Grade 5 (D-E-F)

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 which 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	1	5,6,7	2,3,5
<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>	7	6,8	8	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