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KINDERGARTEN-
EIGHTH GRADE
FINE ARTS

Illinois Learning Standards

CONDENSED LIST OF STANDARDS FOR FINE ARTS

LITERACY

SOCIAL/EMOTIONAL LEARNING

Compiled by ISBE Content Specialists

FINE ARTS - KINDERGARTEN

DANCE

CREATING

Explore – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- DA:Cr1.1.K a. Respond in movement to a variety of stimuli (for example, music/ sound, text, objects, images, symbols, observed dance).
 b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.

Plan – Anchor Standard 2: Organize and develop artistic ideas and work.

- DA:Cr2.1.K a. Improvise dance that has a beginning, middle, and end.
 b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner.

Revise- Anchor Standard 3: Revise, refine, and complete artistic work.

- DA:Cr3.1.K a. Apply suggestions for changing movement through guided improvisational experiences.
 b. Depict a dance movement by drawing a picture or using a symbol.

PERFORMING

Express- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- DA:Pr4.1.K a. Make still and moving body shapes that show lines (for example, straight, bent, curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.
 b. Demonstrate tempo contrasts with movements that match the tempo of sound stimuli.
 c. Identify and apply different characteristics to movements (for example, slow, smooth, wavy).

Embody- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- DA:Pr5.1.K a. Demonstrate same side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.
 b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.
 c. Move body parts in relation to other body parts and repeat and recall movements upon request.

Present- Anchor Standard 6: Convey meaning through the presentation of artistic work.

- DA:Pr6.1.K a. Dance for others in a designated space.
 b. Select a prop to use as part of a dance.

RESPONDING

Analyze- Anchor Standard 7: Perceive and analyze artistic work.

- DA:Re7.1.K a. Identify a movement that repeats in a dance.
 b. Demonstrate and repeat observed or performed dance movements.

Interpret- Anchor Standard 8: Construct meaningful interpretations of artistic work.

- DA:Re8.1.K a. Observe movement and use simple dance terminology to describe it.

Critique – Anchor Standard 9: Apply criteria to evaluate artistic work.

- DA:Re9.1.K a. Select a movement observed in a dance. Demonstrate the movement and explain why it was selected.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- DA:Cn10.1.K a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.
 b. Observe a work of art. Describe and then express through movement something of interest about the artwork and ask questions for discussion concerning the artwork.

Relate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- DA:Cn11.1.K a. Describe or demonstrate the movements in a dance that was watched or performed.

MEDIA ARTS

CREATING

Conceive – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MA:Cr1.1.K a. Discover and share ideas for media artworks through brainstorming, creative play, and experimentation.

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- MA:Cr2.1.K a. With guidance, use ideas to form plans or models for media arts productions.

Construct – Anchor Standard 3: Revise, refine, and complete artistic work.

- MA:Cr3.1.K a. Form and capture media arts content for expression and meaning in media arts productions.
 b. Make guided changes to the content, form, or presentation of media artworks and share results.

PRODUCING

Integrate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MA:Pr4.1.K a. With guidance, combine art forms and media content (for example, dance, video) to form media artworks for presentation.

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MA:Pr5.1.K a. Identify and demonstrate basic skills (for example, handling tools, making choices, cooperating) in creating and presenting media artworks.
 b. Identify and demonstrate creative skills (for example, performing) within media arts productions.
 c. Practice, discover, and share how media arts creation tools work.

Present – Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MA:Pr6.1.K a. With guidance, identify and share roles in presenting media artworks.
 b. With guidance, identify and share reactions to the presentation of media artworks.

RESPONDING

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

- MA:Re7.1.K a. Recognize and, with guidance, share components and messages in media artworks.
 b. Recognize and share how a variety of media artworks create different experiences.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MA:Re8.1.K a. With guidance, share observations regarding a variety of media artworks.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

MA:Re9.1.K a. Share qualities and possible changes in media artworks by using guided questioning.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

MA:Cn10.1.K a. Use personal experiences and choices in making media artworks.
b. Share memorable experiences of media artworks.

Relate - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MA:Cn11.1.K a. With guidance, share ideas in relating media artworks and everyday life (for example, daily activities).
b. With guidance, interact safely and appropriately with media arts tools and environments.

MUSIC

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

MU:Cr1.1.K a. With limited guidance, create musical ideas (for example, answering a musical question) for a specific purpose.

Anchor Standard 2: Organize and develop artistic ideas and work.

MU:Cr2.1.K a. With guidance, demonstrate and choose favorite musical ideas.

Anchor Standard 3: Revise, refine, and complete artistic work.

MU:Cr3.1.K a. With guidance, apply personal, peer, or teacher feedback in refining personal musical ideas.
b. With limited guidance, demonstrate a final version of personal musical ideas to peers.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

MU:Pr4.1.K a. With guidance, demonstrate and state personal interest in varied musical selections.
b. With guidance, explore and demonstrate awareness of musical contrasts (for example, high/low, loud/soft, same/different) in a variety of music selected for performance.
c. With guidance, demonstrate awareness of expressive qualities (for example, voice quality, dynamics, tempo) that support the performers' expressive intent.

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

MU:Pr5.1.K a. With guidance, apply personal, teacher, and peer feedback to refine performances.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

MU:Pr6.1.K a. With guidance, perform music with expression.
b. Perform appropriately for the audience.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

MU:Re7.1.K a. With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.
b. With guidance, demonstrate how a specific music concept (for example, beat, melodic direction) is used in music.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

MU:Re8.1.K a. With guidance, demonstrate awareness of expressive qualities (for example, dynamics, tempo) that reflect performers' expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

MU:Re9.1.K With guidance, apply personal and expressive preferences in the evaluation of music.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

MU:Cn10.1.K a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU:Cn11.1.K a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

THEATRE

CREATING

Envision/Conceptualize – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

TH:Cr1.1.K a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).
b. With prompting and support, use nonrepresentational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (for example, process drama, story drama, and creative drama).
c. With prompting and support, students transition between imagination and reality in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

TH:Cr2.1.K a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).

Develop – Anchor Standard 3: Revise, refine, and complete artistic work.

TH:Cr3.1.K a. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).

PERFORMING

Select – Anchor Standard 4: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

TH:Pr4.1.K a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).

Prepare – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

TH:Pr5.1.K b. Explore and experiment with various technical elements (costumes, props, set) through dramatic/ creative play.

RESPONDING

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

TH:Re8.1.K b. With prompting and support, explore the student's own culture through dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

TH:Re9.1.K a. With prompting and support, identify favorite or least favorite parts of a drama/theatre experience.

CONNECTING

Empathize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

TH:Cn10.1.K a. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).

Interrelate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

TH:Cn11.1.K a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).

Research - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

TH:Cn11.2.K a. With prompting and support, identify stories that are similar and different from one another in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).
 b. With prompting and support, tell a short story in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).

VISUAL ARTS

CREATING

Investigate, Plan, Make – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

VA:Cr1.1.K a. Engage in exploration and imaginative play with materials.

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

VA:Cr1.2.K a. Engage collaboratively in creative art making in response to an artistic problem.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.1.K a. Through experimentation, build skills in various media and approaches to artmaking.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.2.K a. Identify safe and nontoxic art materials, tools, and equipment.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.3.K a. Create art that represents natural and constructed environments.

Reflect, Refine, Continue – Anchor Standard 3: Revise, refine, and complete artistic work.

VA:Cr3.1.K a. Explain the process of making art while creating.

PRESENTING

Relate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

VA:Pr4.1.K a. Select art objects for a personal portfolio and display, explaining why they were chosen.

Select – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

VA:Pr5.1.K a. Explain the purpose of a portfolio or collection.

Analyze – Anchor Standard 6: Convey meaning through the presentation of artistic work.

VA:Pr6.1.K a. Explain what an art museum is and distinguish how an art museum is different from other buildings.

RESPONDING

Share – Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.1.K a. Identify uses of art within one's environment.

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.2.K a. Describe what an image represents.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

VA:Re8.1.K a. List details and identify subject matter of works of art.

Analyze – Anchor Standard 9: Apply criteria to evaluate artistic work.

VA:Re9.2.K a. Explain reasons for selecting a preferred artwork.

CONNECTING

Interpret – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.K a. Create art that tells a story about a life experience.

Synthesize – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.K a. Identify a purpose of an artwork.

FINE ARTS – 1ST GRADE

DANCE

CREATING

Explore – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

DA:Cr1.1.1 a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.
 b. Explore a variety of locomotor and nonlocomotor movements by experimenting with and changing the elements of dance.

Plan – Anchor Standard 2: Organize and develop artistic ideas and work.

DA:Cr2.1.1 a. Improvise a series of movements that have a beginning, middle, and end. Describe movement choices.
 b. Choose movements that express an idea or emotion or follow a musical phrase.

Revise- Anchor Standard 3: Revise, refine, and complete artistic work.

DA:Cr3.1.1 a. Apply suggestions for changing movement through guided improvisational experiences.
 b. Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).

PERFORMING

Express- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- DA:Pr4.1.1
- Demonstrate locomotor and nonlocomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zigzagged pathways. Find and return to place in space. Move with others to form straight lines and circles.
 - Relate quick, moderate, and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.
 - Demonstrate movement characteristics along with movement vocabulary.

Embody- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- DA:Pr5.1.1
- Demonstrate a range of locomotor and nonlocomotor movements, body patterning, body shapes, and directionality.
 - Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.
 - Modify movements and spatial arrangements upon request.

Present-Anchor Standard 6: Convey meaning through the presentation of artistic work.

- DA:Pr6.1.1
- Perform a dance for others that conveys an idea, feeling, experience, image, or story.
 - Explore the use of simple props or scenery to enhance performance.

RESPONDING

Analyze- Anchor Standard 7: Perceive and analyze artistic work.

- DA:Re7.1.1
- Identify a movement that repeats in a dance to make a pattern.
 - Demonstrate observed or performed dance movements from a specific genre or culture.

Interpret- Anchor Standard 8: Construct meaningful interpretations of artistic work.

- DA:Re8.1.1
- Select movements from a dance that suggest ideas and use simple dance terminology to explain how the movement captures the idea.

Critique – Anchor Standard 9: Apply criteria to evaluate artistic work.

- DA:Re9.1.1
- Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- DA:Cn10.1.1
- Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.
 - Observe a work of art. Discuss observations and identify ideas for dance movement and demonstrate the big ideas.

Relate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- DA:Cn11.1.1
- Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.

MEDIA ARTS

CREATING

Conceive – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MA:Cr1.1.1
- Express and share ideas for media artworks through brainstorming, sketching, and modeling.

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- MA:Cr2.1.1
- With guidance, use identified ideas to form plans and models for media arts productions.

Construct – Anchor Standard 3: Revise, refine, and complete artistic work.

- MA:Cr3.1.1
- Create, capture, and assemble media arts content for media arts productions, identifying basic principles (for example, pattern, repetition).
 - Make guided changes and Identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.

PRODUCING

Integrate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MA:Pr4.1.1
- Combine varied content (for example, arts, media, literary, science) in media artworks for presentation (for example, an illustrated story).

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MA:Pr5.1.1
- Describe various artistic skills and roles (for example, technical steps, planning, collaborating) in media arts productions and presentations.
 - Describe and demonstrate basic creative skills within media arts productions (for example, varying techniques).
 - Experiment with and share different ways to use tools and techniques to construct media artworks.

Present – Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MA:Pr6.1.1
- With guidance, discuss presentation conditions and perform a task in presenting media artworks.
 - With guidance, discuss the experience of the presentation of media artworks.

RESPONDING

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

- MA:Re7.1.1
- Identify components and messages in media artworks.
 - With guidance, identify how a variety of media artworks create different experiences.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MA:Re8.1.1
- With guidance, identify the meanings of a variety of media artworks.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

- MA:Re9.1.1
- Identify the effective parts of, and possible changes to, media artworks.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- MA:Cn10.1.1
- Use personal experiences and choices in making media artworks.
 - Share meaningful experiences of media artworks.

Relate- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MA:Cn11.1.1
- Discuss and describe media artworks in everyday life (for example, popular media, connections with family and friends).
 - Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

MUSIC

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

MU:Cr1.1.1 a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

Anchor Standard 2: Organize and develop artistic ideas and work.

MU:Cr2.1.1 a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.
b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

Anchor Standard 3: Revise, refine, and complete artistic work.

MU:Cr3.1.1 a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.
b. With limited guidance, present a final version of personal musical ideas to peers.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

MU:Pr4.1.1 a. With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.
b. With limited guidance, demonstrate knowledge of musical concepts (for example, beat, melodic contour) in a variety of music selected for performance.
c. When analyzing selected music, read and perform simple rhythmic and melodic patterns using iconic or standard notation.
d. Demonstrate and describe music's expressive qualities (for example, dynamics, tempo).

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

MU:Pr5.1.1 a. With limited guidance, apply personal, teacher, and peer feedback to refine performances.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

MU:Pr6.1.1 a. With limited guidance, perform music for a specific purpose with expression.
b. Perform appropriately for the audience and purpose.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

MU:Re7.1.1 a. With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.
b. With limited guidance, demonstrate and identify how specific music concepts (for example, beat, pitch) are used in various styles of music for a purpose.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

MU:Re8.1.1 a. With limited guidance, demonstrate and identify expressive qualities (for example, dynamics, tempo) that reflect performers' expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

MU:Re9.1.1 With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

MU:Cn10.1.1 a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU:Cn11.1.1 a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

THEATRE

CREATING

Envision/Conceptualize – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

TH:Cr1.1.1 a. Propose potential choices characters could make in a guided drama experience (for example, process drama, story drama, creative drama).
b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (for example, process drama, story drama, creative drama).
c. Imagine ways in which voice/sound and gesture/ movement may be used to create or retell a story in guided drama experiences (for example, process drama, story drama, creative drama).

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

TH:Cr2.1.1 a. With prompting and support, contribute to a sequential plot in a guided drama experience (for example, process drama, story drama, creative drama).

Develop – Anchor Standard 3: Revise, refine, and complete artistic work.

TH:Cr3.1.1 a. Develop concentration while participating in a guided drama experience (for example, process drama, story drama, creative drama).
b. Identify similarities and differences in sounds and movements in a guided drama experience (for example, process drama, story drama, creative drama).
c. Collaboratively transform the performance space into an imagined world for a guided drama experience (for example, process drama, story drama, creative drama).

PERFORMING

Select – Anchor Standard 4: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

TH:Pr4.1.1 a. Suggest original story elements in a guided drama experience (for example, process drama, story drama, creative drama).
b. Investigate how movement and voice are incorporated into a guided drama experience (for example, process drama, story drama, creative drama).

Prepare – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

TH:Pr5.1.1 b. With prompting and support, identify technical elements (costumes, lights, props, set, sound) that can be used in a guided drama experience (for example, process drama, story drama, creative drama).

PERFORMING

Share, Present

TH:Pr6.1.1 a. With prompting and support, use movement and gestures to communicate in an informal drama.

RESPONDING

Reflect – Anchor Standard 7: Perceive and analyze artistic work.

TH:Re7.1.1 a. Recall choices made in a guided drama experience (for example, process drama, story drama, creative drama).

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

TH:Re8.1.1 a. Explore personal feelings and emotions in a guided drama experience.
 b. With prompting and support, explore the student’s own culture through dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).
 c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (for example, process drama, story drama, creative drama).

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

TH:Re9.1.1 a. With prompting and support, identify favorite or least favorite parts of a drama/theatre experience.
 b. Identify props and costumes that are used in a guided drama experience (for example, process drama, story drama, creative drama).
 c. Demonstrate appropriate audience behavior during a drama/theatre performance.

CONNECTING

Empathize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

TH:Cn10.1.1 a. Identify character emotions in a guided drama experience (for example, process drama, story drama, creative drama) and relate it to personal experience.

Interrelate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

TH:Cn11.1.1 a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (for example, process drama, story drama, creative drama).

Research - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

TH:Cn11.2.1 a. Identify similarities and differences in stories from one’s own community in a guided drama experience (for example, process drama, story drama, creative drama).
 b. Collaborate on the creation of visual and aural elements in a literary-based guided drama experience based on research.

VISUAL ARTS

CREATING

Investigate, Plan, Make – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

VA:Cr1.1.1 a. Engage collaboratively in exploration and imaginative play with materials.

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

VA:Cr1.2.1 a. Use observation and investigation in preparation for making a work of art.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.1.1 a. Explore uses of materials and tools to create works of art or design.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.2.1 a. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.3.1 a. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

Reflect, Refine, Continue – Anchor Standard 3: Revise, refine, and complete artistic work.

VA:Cr3.1.1 a. Use art vocabulary to describe choices while creating art.

PRESENTING

Relate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

VA:Pr4.1.1 a. Explain why some objects, artifacts, and artworks are valued over others.

Select – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

VA:Pr5.1.1 a. Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.

Analyze – Anchor Standard 6: Convey meaning through the presentation of artistic work.

VA:Pr6.1.1 a. Identify the roles and responsibilities of people who work in and visit museums and other art venues.

RESPONDING

Share – Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.1.1 a. Select and describe works of art that illustrate daily life experiences of self and others.

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.2.1 a. Compare images that represent the same subject.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

VA:Re8.1.1 a. Identify subject matter and describe characteristics of works of art.

Analyze – Anchor Standard 9: Apply criteria to evaluate artistic work.

VA:Re9.2.1 a. Classify artwork based on different reasons for preferences.

CONNECTING

Interpret – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.1 a. Identify times, places, and reasons by which students make art outside of school.

Synthesize – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.1 a. Understand that people from different places and times have made art for a variety of reasons.

FINE ARTS – 2nd GRADE

DANCE

CREATING

Explore – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.
b. Combine a variety of movements while manipulating the elements of dance.

Plan – Anchor Standard 2: Organize and develop artistic ideas and work.

- DA:Cr2.1.2 a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.
b. Choose movements that express a main idea or emotion or follow a musical phrase. Explain reasons for movement choices.

Revise- Anchor Standard 3: Revise, refine, and complete artistic work.

- DA:Cr3.1.2 a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).

PERFORMING

Express- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- DA:Pr4.1.2 a. Demonstrate clear directionality and intent when performing locomotor and nonlocomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts.
b. Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat. Correlate metric phrasing with movement phrasing.
c. Select and apply appropriate energy and dynamics to movements. Demonstrate kinesthetic awareness while dancing.

Embody- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- DA:Pr5.1.2 a. Demonstrate a range of locomotor and nonlocomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.
b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space and exploring levels, directions, and pathway designs.
c. Repeat movements with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.

Present-Anchor Standard 6: Convey meaning through the presentation of artistic work.

- DA:Pr6.1.2 a. Through performing a dance that conveys an idea, feeling, experience, image, or story, understand the role of an audience in a performance.
b. Use limited production elements (for example, hand props, simple scenery, or media projections).

RESPONDING

Analyze- Anchor Standard 7: Perceive and analyze artistic work.

- DA:Re7.1.2 a. Identify a dance style within the pattern of a dance.
b. Demonstrate movements in dances from different genres or cultures.

Interpret- Anchor Standard 8: Construct meaningful interpretations of artistic work.

- DA:Re8.1.2 a. Use context cues from movement to identify meaning and intent in a dance, using simple dance terminology.

Critique – Anchor Standard 9: Apply criteria to evaluate artistic work.

- DA:Re9.1.2 a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well and explain why they work. Use simple dance terminology.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- DA:Cn10.1.2 a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.
b. Respond to a dance work using an inquiry-based set of questions (for example, See-Think wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.

Relate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- DA:Cn11.1.2 a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

MEDIA ARTS

CREATING

Conceive – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MA:Cr1.1.2 a. Discover multiple ideas for media artworks through brainstorming and improvising.

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- MA:Cr2.1.2 a. Choose ideas to create plans and models for media arts productions.

Construct – Anchor Standard 3: Revise, refine, and complete artistic work.

- MA:Cr3.1.2 a. Construct and assemble content for unified media arts productions, identifying and applying basic principles (for example, positioning, attention).
b. Practice and describe expressive effects in altering, refining, and completing media artworks.

PRODUCING

Integrate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MA:Pr4.1.2 a. Practice combining varied content (for example, arts, media, literary, science) in media artworks for a unified presentation (for example, an illustrated story).

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MA:Pr5.1.2 a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills (for example, tool use, decision making, collaboration) in media arts productions and presentations.
b. Demonstrate use of experimentation skills (for example, trial and error, playful practice) within and through media arts productions.
c. Demonstrate and explore identified methods to use tools to capture and form media artworks.

Present – Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MA:Pr6.1.2 a. Identify and describe presentation conditions and perform task(s) in presenting media artworks.
 b. Identify and describe the experience and share the results of presenting media artworks.

RESPONDING

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

- MA:Re7.1.2 a. Identify and describe the components and messages in media artworks.
 b. Identify and describe how a variety of media artworks create different experiences.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MA:Re8.1.2 a. Determine the purposes and meanings of media artworks, considering their context.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

- MA:Re9.1.2 a. Discuss the effectiveness of, and improvements for, media artworks, considering their context.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- MA:Cn10.1.2 a. Use personal experiences, interests, information, and models in creating media artworks.
 b. Discuss experiences of media artworks, describing their meaning and purpose.

Relate- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MA:Cn11.1.2 a. Discuss how media artworks and ideas relate to everyday and cultural life (for example, media messages, media environments).
 b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

MUSIC

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MU:Cr1.1.2 a. Improvise rhythmic and melodic ideas and describe connection to specific purpose and context (for example, personal, social).

Anchor Standard 2: Organize and develop artistic ideas and work.

- MU:Cr2.1.2 a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
 b. Use iconic or standard notation and/ or recording technology to combine, sequence, and document personal musical ideas.

Anchor Standard 3: Revise, refine, and complete artistic work.

- MU:Cr3.1.2 a. Interpret and apply personal, peer, and teacher feedback to revise personal music.
 b. Present a final version of personal musical ideas to peers or informal audience.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MU:Pr4.1.2 a. Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
 b. Demonstrate knowledge of musical concepts (for example, tonality, meter) in a variety of music for performance.
 c. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
 d. Demonstrate understanding of expressive qualities (for example, dynamics, tempo) and how performers use them to convey expressive intent.

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MU:Pr5.1.2 a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MU:Pr6.1.2 a. Perform music for a specific purpose with expression and technical accuracy.
 b. Perform appropriately for the audience and purpose.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- MU:Re7.1.2 a. Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.
 b. Describe how specific music concepts are used to support a specific purpose in music.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MU:Re8.1.2 a. Demonstrate knowledge of music concepts and how they support performers' expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- MU:Re9.1.2 Apply personal and expressive preferences in the evaluation of music for specific purposes.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- MU:Cn10.1.2 a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MU:Cn11.1.2 a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

THEATRE

CREATING

Envision/Conceptualize – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- TH:Cr1.1.2 a. Propose potential new details to plot and story in a guided drama experience (for example, process drama, story drama, creative drama).
 b. Collaborate with peers to conceptualize scenery in a guided drama experience (for example, process drama, story drama, creative drama).
 c. Demonstrate ways in which voice/sound and gesture/movement may be used to create a character in a drama/ theatre work.

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- TH:Cr2.1.2 a. Collaborate with peers to contribute to a sequential plot in a guided drama experience (for example, process drama, story drama, creative drama).

Develop – Anchor Standard 3: Revise, refine, and complete artistic work.

- TH:Cr3.1.2
- Demonstrate concentration while participating in a guided drama experience (for example, process drama, story drama, creative drama).
 - Use and adapt sounds and movements in a guided drama experience (for example, process drama, story drama, creative drama).
 - Independently transform the performance space into an imagined world for a guided drama experience (for example, process drama, story drama, creative drama).

PERFORMING

Select – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- TH:Pr4.1.2
- Apply original story elements in a guided drama experience (for example, process drama, story drama, creative drama).
 - Make physical and vocal choices to develop a character in a guided drama experience (for example, process drama, story drama, creative drama).

Prepare – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- TH:Pr5.1.2
- Explore technical elements (costumes, lights, props, set, sound) in a guided drama experience.

PERFORMING

Share, Present

- TH:Pr6.1.2
- With prompting and support, use movement and gestures to communicate in an informal drama.

RESPONDING

Reflect – Anchor Standard 7: Perceive and analyze artistic work.

- TH:Re7.1.2
- Recognize when artistic choices are made in a guided drama experience (for example, process drama, story drama, creative drama).

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

- TH:Re8.1.2
- Explain personal feelings and emotions in a guided drama experience.
 - Compare a folk tale or story from a culture other than the student's to a story from the student's culture through a guided drama experience (for example, process drama, story drama, or creative drama).
 - Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (for example, process drama, story drama, creative drama).

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

- TH:Re9.1.2
- Understand how and why groups evaluate drama/theatre work.
 - Use a prop or costume in a guided drama experience (for example, process drama, story drama, creative drama) to describe characters, settings, or events.
 - Investigate how audience behavior impacts a performance.

CONNECTING

Empathize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- TH:Cn10.1.2
- Identify character emotions in a guided drama experience (for example, process drama, story drama, creative drama) and relate it to personal experience.

Interrelate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- TH:Cn11.1.2
- Integrate skills and knowledge from different art forms and content areas to make connections with community and social issues in a guided drama experience.

Research – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- TH:Cn11.2.2
- Identify similarities and differences in stories from multiple cultures in a guided drama experience (for example, process drama, story drama, creative drama).
 - Collaborate on the creation of a short scene based on a nonfiction literary source in a guided drama experience based on research.

VISUAL ARTS

CREATING

Investigate, Plan, Make – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- VA:Cr1.1.2
- Brainstorm collaboratively multiple approaches to an art or design problem.

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- VA:Cr1.2.2
- Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

- VA:Cr2.1.2
- Experiment with various materials and tools to explore personal interests in a work of art or design.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

- VA:Cr2.2.2
- Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

- VA:Cr2.3.2
- Repurpose objects to make something new.

Reflect, Refine, Continue – Anchor Standard 3: Revise, refine, and complete artistic work.

- VA:Cr3.1.2
- Discuss and reflect with peers about choices made in creating artwork.

PRESENTING

Relate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- VA:Pr4.1.2
- Categorize artwork based on a theme or concept for an exhibit.

Select – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- VA:Pr5.1.2
- Distinguish between different materials or artistic techniques for preparing artwork for presentation.

Analyze – Anchor Standard 6: Convey meaning through the presentation of artistic work.

- VA:Pr6.1.2
- Analyze how art exhibited inside and outside of schools (for example, in museums, galleries, virtual spaces, and other venues) contributes to communities.

RESPONDING

Share – Anchor Standard 7: Perceive and analyze artistic work.

- VA:Re7.1.2
- Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

- VA:Re7.2.2
- Categorize images based on expressive properties.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

VA:Re8.1.2 a. Communicate feelings when engaging works of art, and describe subject matter and characteristics.

Analyze – Anchor Standard 9: Apply criteria to evaluate artistic work.

VA:Re9.2.2 a. Use learned art vocabulary to express preferences about artwork.

CONNECTING

Interpret – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.2 a. Create works of art about events in home, school, or community life.

Synthesize – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.2 a. Compare and contrast cultural uses of artwork from different times and places.

FINE ARTS – 3rd GRADE

DANCE

CREATING

Explore – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

DA:Cr1.1.3 a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.
b. Explore a given movement problem. Select and demonstrate a solution.

Plan – Anchor Standard 2: Organize and develop artistic ideas and work.

DA:Cr2.1.3 a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development).
b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.

Revise-- Anchor Standard 3: Revise, refine, and complete artistic work.

DA:Cr3.1.3 a. Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.
b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.

PERFORMING

Express-- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

DA:Pr4.1.3 a. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.
b. Fulfill specified duration of time with improvised locomotor and nonlocomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.
c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.

Embody-- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

DA:Pr5.1.3 a. Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.
b. Apply kinesthetic awareness to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.
c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self check to improve dance skills.

Present--Anchor Standard 6: Convey meaning through the presentation of artistic work.

DA:Pr6.1.3 a. Identify the main areas of a performance space using production terminology (for example, stage right, stage left).
b. Explore simple production elements (for example, costumes, props, music, scenery, lighting, media) for a dance performed for an audience in a designated specific performance space.

RESPONDING

Analyze-- Anchor Standard 7: Perceive and analyze artistic work.

DA:Re7.1.3 a. Identify a movement pattern that creates a theme in a dance work.
b. Demonstrate and explain how one dance genre is different from another or how one cultural movement practice is different from another.

Interpret-- Anchor Standard 8: Construct meaningful interpretations of artistic work.

DA:Re8.1.3 a. Select specific context cues from movement. Use basic dance terminology to explain how they relate to the main idea of the dance.

Critique – Anchor Standard 9: Apply criteria to evaluate artistic work.

DA:Re9.1.3 a. Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

DA:Cn10.1.3 a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.
b. Ask a question about a key aspect of a dance. Explore it through movement. Communicate the answer to the question in oral, written, or movement form.

Relate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

DA:Cn11.1.3 a. Find a relationship between a movement in a dance and the culture, society, or community from which the dance is derived. Explain what the movements communicate about the key aspects of the culture, society, or community.

MEDIA ARTS

CREATING

Conceive – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

MA:Cr1.1.3 a. Conceive of original artistic goals for media artworks using a variety of creative methods (for example, brainstorming and modeling).

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

MA:Cr2.1.3 a. Form, share, and experiment with ideas, plans, and models to prepare for media arts productions.

Construct – Anchor Standard 3: Revise, refine, and complete artistic work.

MA:Cr3.1.3 a. Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles (for example, movement).

b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.

PRODUCING

Integrate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

MA:Pr4.1.3 a. Practice fusing varied content (for example, arts, media, literary, science) into unified media artworks for presentation (for example, animation, music, dance).

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

MA:Pr5.1.3 a. Exhibit developing ability in a variety of artistic, design, technical, and organizational roles (for example, manipulating tools, making decisions, group planning) in media arts productions and presentations.

b. Exhibit basic creative skills (for example, trial and error, playful practice) to invent new content and solutions within and through media arts productions.

c. Exhibit standard use of tools and techniques while constructing media artworks.

Present – Anchor Standard 6: Convey meaning through the presentation of artistic work.

MA:Pr6.1.3 a. Identify and describe the presentation conditions and take on roles and processes in presenting or distributing media artworks.

b. Identify and describe the experience and share the results of, and improvements for, presenting media artworks.

RESPONDING

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

MA:Re7.1.3 a. Identify and describe how messages are created by components in media artworks.

b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

MA:Re8.1.3 a. Determine the purposes and meanings of media artworks while describing their context.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

MA:Re9.1.3 a. Identify basic criteria for evaluating media artworks, considering possible improvements and context.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

MA:Cn10.1.3 a. Use personal and external resources (for example, interests, information, models) to create media artworks.

b. Identify and show how media artworks form meanings, situations, and/or culture (for example: popular media.)

Relate-- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MA:Cn11.1.3 a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.

b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

MUSIC

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

MU:Cr1.1.3 a. Improve rhythmic, melodic, and harmonic ideas and explain connection to specific purpose and context (for example, social, cultural).

Anchor Standard 2: Organize and develop artistic ideas and work.

MU:Cr2.1.3 a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent and describe connection to a specific purpose and context.

b. Use standard and/ or iconic notation and/ or recording technology to document personal rhythmic and melodic musical ideas.

Anchor Standard 3: Revise, refine, and complete artistic work.

MU:Cr3.1.3 a. Document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback.

b. Present the final version of personal created music to others and describe connection to expressive intent.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

MU:Pr4.1.3 a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

b. Demonstrate understanding of the structure in music selected for performance.

c. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

d. Demonstrate and describe how intent is conveyed through expressive qualities (for example, dynamics, tempo).

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

MU:Pr5.1.3 a. Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

MU:Pr6.1.3 a. Perform music with expression and technical accuracy.

b. Perform appropriately for the audience and purpose.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

MU:Re7.1.3 a. Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

b. Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (for example, personal, social).

Anchor Standard 8: Construct meaningful interpretations of artistic work.

MU:Re8.1.3 a. Demonstrate and describe how the expressive qualities (for example, dynamics, tempo) are used in performers' interpretations to reflect expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

MU:Re9.1.3 Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

MU:Cn10.1.3 a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU:Cn11.1.3 a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

THEATRE

CREATING

Envision/Conceptualize – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

TH:Cr1.1.3 a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.
 b. Imagine and articulate ideas for costumes, props, and sets for the environment and characters in a drama/theatre work.
 c. Imagine how a character might move and speak to support the story and given circumstances in a drama/theatre work.

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

TH:Cr2.1.3 a. Devise original ideas focused on character and plot for a drama/ theatre work.
 b. Contribute ideas and accept/incorporate the ideas of others in preparing or devising a drama/theatre work.

Develop – Anchor Standard 3: Revise, refine, and complete artistic work.

TH:Cr3.1.3 a. Contribute to the adaptation of the plot and dialogue in a drama/theatre work.
 b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.
 c. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.

PERFORMING

Select – Anchor Standard 4: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

TH:Pr4.1.3 a. Identify major dramatic elements in a drama/theatre work.
 b. Use body, face, gestures, and voice to communicate character traits and emotions in a scene.

Prepare – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

TH:Pr5.1.3 a. Participate in a variety of improvisational exercises.
 b. Identify the basic technical elements (costumes, lights, props, set, sound) that can be used in a drama/theatre work.

PERFORMING

Share, Present

TH:Pr6.1.3 a. Communicate through a drama/theatre work with peers as an audience.

RESPONDING

Reflect – Anchor Standard 7: Perceive and analyze artistic work.

TH:Re7.1.3 a. Describe without judgement what is seen, felt, and heard in a drama/theatre work.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

TH:Re8.1.3 a. Describe a personal experience that relates to a moment in a drama/theatre work.
 b. Explore folk tales or stories from multiple cultures through drama/ theatre experience.
 c. Examine characters' feelings and make connections to personal feelings in a drama/ theatre work.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

TH:Re9.1.3 a. Apply ideas about evaluation to a drama/ theatre work.
 b. Identify the contributions of each design artist in the whole design of a drama/theatre work.
 c. Compare and contrast the roles of audience and performer in a drama/theatre work.

CONNECTING

Empathize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

TH:Cn10.1.3 a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.

Interrelate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

TH:Cn11.1.3 a. Identify connections to community, social issues, and other content areas in drama/ theatre work.

Research -- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

TH:Cn11.2.3 a. Explore how stories are adapted from literature to drama/ theatre work.
 b. Research how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.

VISUAL ARTS

CREATING

Investigate, Plan, Make – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

VA:Cr1.1.3 a. Elaborate on an imaginative idea.

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

VA:Cr1.2.3 a. Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the artmaking process.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.1.3 a. Create personally satisfying artwork using a variety of artistic processes and materials.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.2.3 a. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.3.3 a. Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

Reflect, Refine, Continue – Anchor Standard 3: Revise, refine, and complete artistic work.

VA:Cr3.1.3 a. Elaborate visual information by adding details in an artwork to enhance emerging meaning.

PRESENTING

Relate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

VA:Pr4.1.3 a. Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.

Select – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

VA:Pr5.1.3 a. Identify exhibit space and prepare works of art, including artists' statements, for presentation.

Analyze – Anchor Standard 6: Convey meaning through the presentation of artistic work.

VA:Pr6.1.3 a. Identify and explain how and where different cultures record and illustrate stories and history of life through art.

RESPONDING

Share – Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.1.3 a. Speculate about processes an artist uses to create a work of art.

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.2.3 a. Determine messages communicated by an image.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

VA:Re8.1.3 a. Communicate feelings when engaging works of art, and describe subject matter and formal characteristics to discuss meanings of artwork.

Analyze – Anchor Standard 9: Apply criteria to evaluate artistic work.

VA:Re9.2.3 a. Evaluate an artwork based on given criteria.

CONNECTING

Interpret – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.3 a. Develop a work of art based on observations of surroundings.

Synthesize – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.3 a. Recognize that responses to art change depending on knowledge of the time and place in which it was made.

FINE ARTS – 4th GRADE

DANCE

CREATING

Explore – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

DA:Cr1.1.4 a. Identify ideas for choreography generated from a variety of stimuli (for example, music/ sound, text, objects, images, notation, observed dance, experiences).
b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.

Plan – Anchor Standard 2: Organize and develop artistic ideas and work.

DA:Cr2.1.4 a. Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.
b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.

Revise- Anchor Standard 3: Revise, refine, and complete artistic work.

DA:Cr3.1.4 a. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.
b. Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (for example, next to, above, below, behind, in front of).

PERFORMING

Express- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

DA:Pr4.1.4 a. Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.
b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.
c. Analyze movements and phrases for use of energy and dynamic changes and use adjectives and adverbs to describe them. Refine the phrases by incorporating a range of movement characteristics.

Embody- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

DA:Pr5.1.4 a. Demonstrate fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.
b. Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthy nutrition.
c. Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, lighting). Reflect on feedback from others to inform personal dance performance goals.

Present-Anchor Standard 6: Convey meaning through the presentation of artistic work.

DA:Pr6.1.4 a. Consider how to establish a formal performance space from an informal setting (for example, gymnasium).
b. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.

RESPONDING

Analyze- Anchor Standard 7: Perceive and analyze artistic work.

DA:Re7.1.4 a. Identify patterns of movement in dance works that create a style or theme.
b. Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.

Interpret- Anchor Standard 8: Construct meaningful interpretations of artistic work.

DA:Re8.1.4 a. Relate movements, ideas, and context to decipher meaning in a dance, using basic dance terminology.

Critique – Anchor Standard 9: Apply criteria to evaluate artistic work.

- DA:Re9.1.4 a. Discuss the characteristics of a famous work of art (for example, choreography). Apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- DA:Cn10.1.4 a. Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas, or perspectives.
 b. Develop and research a question about a key aspect of a dance. Choreograph a dance that communicates the learned information. Discuss the meaning of the dance and describe other possible forms of expression to communicate the topic.

Relate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- DA:Cn11.1.4 a. Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.

MEDIA ARTS

CREATING

Conceive – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MA:Cr1.1.4 a. Develop multiple ideas for media artworks using a variety of tools, methods, and/or materials.

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- MA:Cr2.1.4 a. Discuss, assemble, and experiment, with ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.

Construct – Anchor Standard 3: Revise, refine, and complete artistic work.

- MA:Cr3.1.4 a. Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles (for example, balance, contrast).
 b. Demonstrate the intentional use of elements in a media artwork.

PRODUCING

Integrate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MA:Pr4.1.4 a. Demonstrate how a variety of content (for example, arts, media, other academic curriculum forms) may be integrated into media artworks for presentation.

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MA:Pr5.1.4 a. Enact identified roles to practice foundational artistic, design, technical, and soft skills (for example, formal technique, equipment usage, production, collaboration) in media arts productions and presentations.
 b. Practice foundational innovative abilities (for example, design thinking) in addressing problems within and through media arts productions.
 c. Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.

Present – Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MA:Pr6.1.4 a. Explain the presentation conditions and fulfill a role and processes in presenting or distributing media artworks.
 b. Explain the results of, and improvements for, presenting media artworks.

RESPONDING

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

- MA:Re7.1.4 a. Identify, describe, and explain how messages are created by components in media artworks.
 b. Identify, describe, and, with guidance, explain how various forms, methods, and styles in media artworks manage audience experience.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MA:Re8.1.4 a. Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

- MA:Re9.1.4 a. Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- MA:Cn10.1.4 a. Examine and use personal and external resources (for example, interests, research, cultural understanding) to create media artworks.
 b. Examine and show how media artworks form meanings, situations, or cultural experiences (for example, online spaces).

Relate- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MA:Cn11.1.4 a. Explain verbally and/or in media artworks how media artworks and ideas relate to everyday and cultural life (for example, fantasy and reality, technology use).
 b. Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.

MUSIC

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MU:Cr1.1.4 a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (for example, social, cultural, historical).

Anchor Standard 2: Organize and develop artistic ideas and work.

- MU:Cr2.1.4 a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.
 b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

Anchor Standard 3: Revise, refine, and complete artistic work.

- MU:Cr3.1.4 a. Refine and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time.
 b. Present the final version of personal created music to others and explain connection to expressive intent.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MU:Pr4.1.4
- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and musicianship.
 - Demonstrate understanding of the structure and the elements of music in music selected for performance.
 - When analyzing selected music, read and perform using iconic and/or standard notation.
 - Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (for example, dynamics, tempo, timbre).

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MU:Pr5.1.4
- Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MU:Pr6.1.4
- Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
 - Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- MU:Re7.1.4
- Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
 - Demonstrate and describe how responses to music are informed by the structure, the use of the elements of music, and context (for example, social, cultural).

Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MU:Re8.1.4
- Demonstrate and explain how the expressive qualities (for example, dynamics, tempo, timbre) are used in performers' and personal interpretations to reflect expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- MU:Re9.1.4
- Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- MU:Cn10.1.4
- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MU:Cn11.1.4
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

THEATRE

CREATING

Envision/Conceptualize – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- TH:Cr1.1.4
- Articulate the visual details of imagined worlds and improvised stories that support the given circumstances in a drama/theatre work.
 - Propose design ideas that support the story and given circumstances in a drama/theatre work.
 - Collaborate to determine how characters interrelate to support the overall story and given circumstances in a drama/theatre work.

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- TH:Cr2.1.4
- Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.
 - Demonstrate mutual respect for self and others and their roles in preparing or devising a drama/theatre work.

Develop – Anchor Standard 3: Revise, refine, and complete artistic work.

- TH:Cr3.1.4
- Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama/theatre work.
 - Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.
 - Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

PERFORMING

Select – Anchor Standard 4: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- TH:Pr4.1.4
- Describe the underlying thoughts and emotions that impact the dramatic structure in a drama/theatre work.
 - Alter voice and body to expand and articulate nuances of a character in a scene.

Prepare – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- TH:Pr5.1.4
- Recognize how acting exercises and techniques can be applied to a drama/theatre work.
 - Propose the use of technical elements in a drama/theatre work.

PERFORMING

Share, Present

- TH:Pr6.1.4
- Communicate for a specific purpose through a drama/theatre work with peers as an audience.

RESPONDING

Reflect – Anchor Standard 7: Perceive and analyze artistic work.

- TH:Re7.1.4
- Identify artistic choices made in a drama/theatre work through participation and observation.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

- TH:Re8.1.4
- Consider personal experiences when participating in a drama/theatre work.
 - Identify different cultural elements that contribute to a drama/ theatre experience.
 - Investigate the text and make connections to personal feelings in a drama/theatre work.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

- TH:Re9.1.4
- Propose criteria as a class or group to evaluate drama/theatre work.
 - Investigate how technical elements may support a theme or idea in a drama/theatre work.
 - Observe how a character's choices impact an audience's perspective in a drama/ theatre work.

CONNECTING

Empathize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

TH:Cn10.1.4 a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.

Interrelate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

TH:Cn11.1.4 a. Respond to community and social issues and incorporate other content areas in drama/theatre work.

Research – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

TH:Cn11.2.4 a. Investigate cross cultural approaches to storytelling in drama/ theatre work.
b. Identify historical sources that explain drama/theatre terminology and design conventions.

VISUAL ARTS

CREATING

Investigate, Plan, Make – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

VA:Cr1.1.4 a. Brainstorm multiple approaches to a creative art or design problem.

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

VA:Cr1.2.4 a. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.1.4 a. Explore and invent art-making techniques and approaches.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.2.4 a. When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.3.4 a. Document, describe, and represent regional constructed environments.

Reflect, Refine, Continue – Anchor Standard 3: Revise, refine, and complete artistic work.

VA:Cr3.1.4 a. Elaborate visual information by adding details in an artwork to enhance emerging meaning.

PRESENTING

Relate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

VA:Pr4.1.4 a. Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

Select – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

VA:Pr5.1.4 a. Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.

Analyze – Anchor Standard 6: Convey meaning through the presentation of artistic work.

VA:Pr6.1.4 a. Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

RESPONDING

Share – Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.1.4 a. Compare responses to a work of art before and after working in similar media.

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.2.4 a. Analyze components in visual imagery that convey messages.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

VA:Re8.1.4 a. Communicate feelings when engaging works of art and describe subject matter, formal characteristics, and art-making approaches to discuss meanings of artwork.

Analyze – Anchor Standard 9: Apply criteria to evaluate artistic work.

VA:Re9.2.4 a. Apply one set of criteria to evaluate more than one work of art.

CONNECTING

Interpret – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.4 a. Create works of art that reflect community or cultural traditions.

Synthesize – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.4 a. Through observation, infer information about time, place, and culture in which a work of art was created.

FINE ARTS – 5th GRADE

DANCE

CREATING

Explore – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

DA:Cr1.1.5 a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).
b. Construct and solve multiple movement problems to develop choreographic content.

Plan – Anchor Standard 2: Organize and develop artistic ideas and work.

DA:Cr2.1.5 a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.
b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.

Revise- Anchor Standard 3: Revise, refine, and complete artistic work.

DA:Cr3.1.5 a. Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements.
b. Record changes in a dance sequence through writing, symbols, or a form of media technology.

PERFORMING

Express- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- DA:Pr4.1.5
- Integrate static and dynamic shapes and varied pathways into dance sequences. Use focus to maintain relationships with other dancers. Convert inward focus to outward focus for projecting out to far space.
 - Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.
 - Contrast bound and free-flowing movement. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.

Embody- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- DA:Pr5.1.5
- Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).
 - Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthy eating habits, promote strength, flexibility, endurance, and injury prevention.
 - Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.

Present-Anchor Standard 6: Convey meaning through the presentation of artistic work.

- DA:Pr6.1.5
- Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space.
 - Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.

RESPONDING

Analyze- Anchor Standard 7: Perceive and analyze artistic work.

- DA:Re7.1.5
- Identify meaning or artistic intent from the patterns of movement in a dance work.
 - Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice, using basic dance terminology.

Interpret- Anchor Standard 8: Construct meaningful interpretations of artistic work.

- DA:Re8.1.5
- Interpret meaning in a dance based on its movements. Use basic dance terminology to explain how the movements communicate the main idea of the dance.

Critique – Anchor Standard 9: Apply criteria to evaluate artistic work.

- DA:Re9.1.5
- Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- DA:Cn10.1.5
- Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.
 - Select and research a choreographer and his or her work. Choreograph a dance that communicates the learned information and includes the genre and clarity of the choreographer's style. Explain the genre, style, and meaning of the dance.

Relate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- DA:Cn11.1.5
- Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

MEDIA ARTS

CREATING

Conceive – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MA:Cr1.1.5
- Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- MA:Cr2.1.5
- Develop, present, and experiment with ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.

Construct – Anchor Standard 3: Revise, refine, and complete artistic work.

- MA:Cr3.1.5
- Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles (for example, emphasis, exaggeration).
 - Determine how elements and components can be altered for clear communication and refine media artworks to improve clarity and purpose.

PRODUCING

Integrate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MA:Pr4.1.5
- Create media artworks integrating multiple contents and forms in order to reach a given audience.

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MA:Pr5.1.5
- Enact various roles to practice fundamental ability in artistic, design, technical, and soft skills (for example, formal technique, production, collaboration) in media arts productions and presentations.
 - Practice fundamental creative and innovative abilities (for example, expanding conventions) in addressing problems within and through media arts productions.
 - Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks

Present – Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MA:Pr6.1.5
- Compare qualities and purposes of presentation formats and fulfill a role and associated processes in presentation and/or distribution of media artworks.
 - Compare the results of, and improvements for, presenting media artworks.

RESPONDING

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

- MA:Re7.1.5 a. Identify, describe, and differentiate how message and meaning are created by components in media artworks.
 b. Identify, describe, and, with guidance, differentiate how various forms, methods, and styles in media artworks manage audience experience.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MA:Re8.1.5 a. Determine and compare personal and group interpretations of a variety of media artworks, considering their subject matter, media characteristics, and context.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

- MA:Re9.1.5 a. Identify relevant criteria for evaluating media artworks, considering possible improvements and context.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- MA:Cn10.1.5 a. Access and use internal and external resources (for example, interests, knowledge, experiences) to create media artworks.
 b. Examine and show how media artworks form meanings, situations, and cultural experiences (for example, news, cultural events).

Relate- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MA:Cn11.1.5 a. Research and show how media artworks and ideas relate to social and community life (for example, exploring commercial and information purposes, history, ethics).
 b. Examine, discuss, and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.

MUSIC

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MU:Cr1.1.5 a. Compose simple rhythmic, melodic, and harmonic phrases within a given form that convey expressive intent.

Anchor Standard 2: Organize and develop artistic ideas and work.

- MU:Cr2.1.5 a. Demonstrate selected and developed musical ideas for improvisations, arrangement, or compositions to express intent, and explain connection to purpose and context.
 b. Use standard and/ or iconic notation and/ or recording technology to document personal rhythmic, melodic, and increasingly complex harmonic musical ideas.

Anchor Standard 3: Revise, refine, and complete artistic work.

- MU:Cr3.1.5 a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback and explain rationale for changes.
 b. Present the final version of personal created music to others that demonstrates musicianship and explain connection to expressive intent.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MU:Pr4.1.5 a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context as well as the musicianship of self and others.
 b. Demonstrate understanding of the structure and the elements of music in music selected for performance.
 c. When analyzing selected music, read and perform using notation.
 d. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (for example, dynamics, tempo, timbre, articulation/style).

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MU:Pr5.1.5 a. Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MU:Pr6.1.5 a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
 b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- MU:Re7.1.5 a. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
 b. Demonstrate and describe, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (for example, social, cultural, historical).

Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MU:Re8.1.5 a. Demonstrate and explain how the expressive qualities are used in performers' and personal interpretations to reflect expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- MU:Re9.1.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- MU:Cn10.1.5 a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MU:Cn11.1.5 a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

THEATRE

CREATING

Envision/Conceptualize – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- TH:Cr1.1.5
- a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.
 - b. Visualize and design elements that support the story and given circumstances in a drama/theatre work.
 - c. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/theatre work.

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- TH:Cr2.1.5
- a. Devise original ideas for a drama/ theatre work that reflect collective inquiry about characters and their given circumstances.
 - b. Share leadership and responsibilities to develop collaborative goals when preparing or devising a drama/ theatre work.

Develop – Anchor Standard 3: Revise, refine, and complete artistic work.

- TH:Cr3.1.5
- a. Revise and improve an improvised or scripted drama/theatre work through repetition and self- and group review.
 - b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.
 - c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

PERFORMING

Select – Anchor Standard 4: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- TH:Pr4.1.5
- a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.
 - b. Explore physical & vocal choices to create meaning in a scene.

Prepare – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- TH:Pr5.1.5
- a. Practice selected exercises that can be used in a group setting for a drama/theatre work.
 - b. Demonstrate the use of technical elements in a drama/theatre work.

PERFORMING

Share, Present

- TH:Pr6.1.5
- a. Communicate for a specific purpose through a drama/theatre work to an invited audience.

RESPONDING

Reflect – Anchor Standard 7: Perceive and analyze artistic work.

- TH:Re7.1.5
- a. Describe why artistic choices are made in a drama/theatre work.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

- TH:Re8.1.5
- a. Justify responses based on personal experiences when participating in or observing a drama/ theatre work.
 - b. Compare and contrast thematically similar folk tales and stories from multiple cultures through drama/theatre experience.
 - c. Examine aesthetics in a drama/theatre work.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

- TH:Re9.1.5
- a. Develop and implement criteria as a small group to evaluate drama/theatre work.
 - b. Evaluate the effectiveness of the technical elements in supporting mood and environment in a drama/ theatre work.
 - c. Recognize how a character's circumstances impact an audience's perspective in a drama/ theatre work.

CONNECTING

Empathize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- TH:Cn10.1.5
- a. Explain how drama/theatre connects oneself to a community or culture.

Interrelate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- TH:Cn11.1.5
- a. Investigate community, historical, and social issues and incorporate other content areas in drama/theatre work.

Research - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- TH:Cn11.2.5
- a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.
 - b. Examine artifacts from a time period and geographic location to better understand design choices in a drama/theatre design.

VISUAL ARTS

CREATING

Investigate, Plan, Make – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- VA:Cr1.1.5
- a. Combine ideas to generate an innovative idea for art making.

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- VA:Cr1.2.5
- a. Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

- VA:Cr2.1.5
- a. Experiment and develop skills in multiple art-making techniques and approaches through practice.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

- VA:Cr2.2.5
- a. Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

- VA:Cr2.3.5
- a. Identify, describe, and visually document places or objects of personal significance.

Reflect, Refine, Continue – Anchor Standard 3: Revise, refine, and complete artistic work.

- VA:Cr3.1.5
- a. Create artist statements using art vocabulary to describe personal choices made in art making.

PRESENTING

Relate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- VA:Pr4.1.5
- a. Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts and artwork.

Select – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- VA:Pr5.1.5
- a. Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

Analyze – Anchor Standard 6: Convey meaning through the presentation of artistic work.

- VA:Pr6.1.5
- a. Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

RESPONDING

Share – Anchor Standard 7: Perceive and analyze artistic work.

- VA:Re7.1.5
- a. Compare one's own interpretation of a work of art with the interpretation of others.

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.2.5 a. Identify and analyze cultural associations suggested by visual imagery.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

VA:Re8.1.5 a. Interpret art through describing and analyzing feelings, subject matter, formal characteristics, artmaking approaches, and contextual information.

Analyze – Anchor Standard 9: Apply criteria to evaluate artistic work.

VA:Re9.2.5 a. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

CONNECTING

Interpret – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.5 a. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art making.

Synthesize – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.5 a. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

FINE ARTS – 6th GRADE

DANCE

CREATING

Explore – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

DA:Cr1.1.6 a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/ recall, current news, social events).
b. Explore various movement vocabularies to transfer ideas into choreography.

Plan – Anchor Standard 2: Organize and develop artistic ideas and work.

DA:Cr2.1.6 a. Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.
b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.

Revise- Anchor Standard 3: Revise, refine, and complete artistic work.

DA:Cr3.1.6 a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.
b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.

PERFORMING

Express- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

DA:Pr4.1.6 a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.
b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats.
c. Explore dynamic expression as it relates to energy relationships in a variety of dance genres or styles.

Embody- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

DA:Pr5.1.6 a. Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.
b. Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthy strategies when warming up and dancing.
c. Collaborate as an ensemble to refine dances by identifying what does and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time.

Present-Anchor Standard 6: Convey meaning through the presentation of artistic work.

DA:Pr6.1.6 a. Use performance etiquette and performance practices during class, rehearsal, and performance. Post-performance: accept notes from the choreographer, make corrections as needed, and apply to future performances.
b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and use production terminology to explain reasons for the decisions made.

RESPONDING

Analyze- Anchor Standard 7: Perceive and analyze artistic work.

DA:Re7.1.6 a. Describe recurring patterns of movement and their relationships in dance.
b. Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.

Interpret- Anchor Standard 8: Construct meaningful interpretations of artistic work.

DA:Re8.1.6 a. Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Use genre-specific dance terminology to explain how these communicate the intent of the dance.

Critique – Anchor Standard 9: Apply criteria to evaluate artistic work.

DA:Re9.1.6 a. Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance, using genre-specific dance terminology.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- DA:Cn10.1.6 a. Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.
 b. Choose a topic, concept, or content from another subject of interest and research how other art forms have expressed the topic. Create and explain a dance study that expresses the idea.

Relate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- DA:Cn11.1.6 a. Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/ or community purpose or meaning.

MEDIA ARTS

CREATING

Conceive – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MA:Cr1.1.6 a. Formulate variations of goals and solutions for media artworks by practicing chosen creative generative methods (for example, sketching, improvising, brainstorming).

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- MA:Cr2.1.6 a. Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.

Construct – Anchor Standard 3: Revise, refine, and complete artistic work.

- MA:Cr3.1.6 a. Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles (for example, point of view, perspective).
 b. Explain and demonstrate how elements and components can be altered for intentional effects and different audiences.

PRODUCING

Integrate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MA:Pr4.1.6 a. Demonstrate how integrating multiple contents and forms can support a central idea in a media artwork in order to reach a given audience.

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MA:Pr5.1.6 a. Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing and presenting media artworks (for example, invention, formal technique, production, self-initiative, problem solving).
 b. Develop a variety of creative and adaptive innovation abilities (for example, testing constraints) in developing solutions within and through media arts productions.
 c. Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.

Present – Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MA:Pr6.1.6 a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/ or distribution of media artworks.
 b. Analyze the results of, and improvements for, presenting media artworks.

RESPONDING

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

- MA:Re7.1.6 a. Identify, describe, and analyze how message and meaning are created by components in media artworks.
 b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MA:Re8.1.6 a. Interpret a variety of media artworks, using given criteria.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

- MA:Re9.1.6 a. Identify and apply relevant criteria for evaluating and improving media artworks and production processes, considering context.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- MA:Cn10.1.6 a. Access, evaluate, and use internal and external resources (for example, knowledge, experiences, interests, research) to create media artworks.
 b. Explain and show how media artworks form new meanings, situations, and cultural experiences (for example, historical events).

Relate- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MA:Cn11.1.6 a. Research and show how media artworks and ideas relate to social, community, and cultural situations (for example, cultural identity, history, entertainment).
 b. Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, and media literacy.

MUSIC

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MU:Cr1.1.6 a. Compose rhythmic, melodic, and harmonic phrases over harmonic accompaniments within a given form(s) that convey expressive intent.

Anchor Standard 2: Organize and develop artistic ideas and work.

- MU:Cr2.1.6 a. Select, organize, construct, and document personal musical ideas for arrangements and compositions within given form(s) that demonstrate effective beginning, middle, and ending, and convey expressive intent.
 b. Use standard and/ or iconic notation and/ or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic musical ideas.

Anchor Standard 3: Revise, refine, and complete artistic work.

- MU:Cr3.1.6 a. Evaluate their own work, applying teacher provided criteria.
 b. Present the final version of a personal composition or arrangement, using musicianship and originality to demonstrate an effective beginning, middle, and ending and convey expressive intent.
 c. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from the teacher.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MU:Pr4.1.6
- a. Apply teacher provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.
 - b. Explain how understanding the structure and the elements of music are used in music selected for performance.
 - c. When analyzing selected music, read and identify by name or function standard musical symbols (for example, rhythm, pitch, articulation, dynamics).
 - d. Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (for example, dynamics, tempo, timbre, articulation/ style, phrasing) convey intent.

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MU:Pr5.1.6
- a. Identify and apply teacher-provided criteria to rehearse, refine, and determine when a piece is ready to perform.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MU:Pr6.1.6
- a. Perform the music with technical accuracy to convey the creator's intent.
 - b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- MU:Re7.1.6
- a. Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.
 - b. Describe how the elements of music and expressive qualities relate to the structure of the pieces.
 - c. Identify the context of music from a variety of genres, cultures, and historical periods.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MU:Re8.1.6
- a. Describe a personal interpretation of how performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- MU:Re9.1.6
- a. Apply teacher-provided criteria to evaluate musical works or performances.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- MU:Cn10.1.6
- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MU:Cn11.1.6
- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

THEATRE

CREATING

Envision/Conceptualize – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- TH:Cr1.1.6
- a. Identify possible solutions to performance challenges in a drama/ theatre work.
 - b. Identify solutions to design challenges in a drama/theatre work.
 - c. Explore a scripted or improvised character authentic to a drama/ theatre work.

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- TH:Cr2.1.6
- a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.
 - b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work.

Develop – Anchor Standard 3: Revise, refine, and complete artistic work.

- TH:Cr3.1.6
- a. Articulate and examine choices to refine a devised or scripted drama/theatre work.
 - b. Identify effective physical and vocal traits of characters in an improvised or scripted theatrical work.
 - c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.

PERFORMING

Select – Anchor Standard 4: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- TH:Pr4.1.6
- a. Identify the dramatic arc of a scene.
 - b. Identify character objectives and motives in a scene.

Prepare – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- TH:Pr5.1.6
- a. Apply acting exercises to a drama/theatre work.
 - b. Articulate how technical elements (costumes, lights, props, set, sound) are integrated into a drama/theatre work.

PERFORMING

Share, Present

- TH:Pr6.1.6
- a. Explore a theme through a drama/theatre performance for an informal audience.

RESPONDING

Reflect – Anchor Standard 7: Perceive and analyze artistic work.

- TH:Re7.1.6
- a. Explain and justify artistic choices made in a drama/theatre work.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

- TH:Re8.1.6
- a. Contrast multiple personal experiences when participating in a drama/theatre work.
 - b. Identify cultural perspectives that may influence the interpretation of a drama/theatre work.
 - c. Identify personal aesthetics through participation in, or observation of, a drama/theatre work.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

- TH:Re9.1.6
- a. Apply criteria to evaluate drama/theatre work as an individual.
 - b. Consider the aesthetics of the production elements in a drama/theatre work.
 - c. Evaluate and analyze problems and situations in a drama/theatre work from an audience's perspective.

CONNECTING

Empathize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

TH:Cn10.1.6 a. Explain how the actions and motivations of characters in a drama/theatre work demonstrate the perspective of a community or culture.

Interrelate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

TH:Cn11.1.6 a. Identify universal themes or common social issues and express them through a drama/theatre work.

Research - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

TH:Cn11.2.6 a. Research and analyze two different versions of the same drama/ theatre story or plot to determine differences and similarities in the visual and aural world of each story.
b. Identify and use artifacts from a time period and place to develop choices in a drama/theatre design.

VISUAL ARTS

CREATING

Investigate, Plan, Make – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

VA:Cr1.1.6 a. Combine concepts collaboratively to generate innovative ideas for creating art.

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

VA:Cr1.2.6 a. Formulate an artistic investigation of personally relevant content for creating art.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.1.6 a. Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.2.6 a. Explain environmental implications of conservation, care, and cleanup of art materials, tools, and equipment.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.3.6 a. Design or redesign objects, places, or systems that meet the identified needs of diverse users.

Reflect, Refine, Continue – Anchor Standard 3: Revise, refine, and complete artistic work.

VA:Cr3.1.6 a. Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

PRESENTING

Relate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

VA:Pr4.1.6 a. Analyze similarities and differences associated with preserving and presenting two dimensional, three dimensional, and digital artwork.

Select – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

VA:Pr5.1.6 a. Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.

Analyze – Anchor Standard 6: Convey meaning through the presentation of artistic work.

VA:Pr6.1.6 a. Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

RESPONDING

Share – Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.1.6 a. Identify and interpret works of art or design that reveal how people live around the world and what they value.

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.2.6 a. Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

VA:Re8.1.6 a. Collaboratively interpret art and generate meanings through describing and analyzing feelings, subject matter, formal characteristics, artmaking approaches, and contextual information.

Analyze – Anchor Standard 9: Apply criteria to evaluate artistic work.

VA:Re9.2.6 a. Develop and apply relevant criteria to evaluate a work of art.

CONNECTING

Interpret – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.6 a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making.

Synthesize – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.6 a. Analyze how art reflects changing times, traditions, resources, and cultural uses.

FINE ARTS – 7th GRADE

DANCE

CREATING

Explore – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

DA:Cr1.1.7 a. Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/ recall, current news, social events) and make selections to expand movement vocabulary and artistic expression.
b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.

Plan – Anchor Standard 2: Organize and develop artistic ideas and work.

DA:Cr2.1.7 a. Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.
b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.

Revise- Anchor Standard 3: Revise, refine, and complete artistic work.

DA:Cr3.1.7 a. Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and the feedback from others. Explain reasons for choices and how they clarify artistic intent.
b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.

PERFORMING

Express- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- DA:Pr4.1.7
- a. Expand movement vocabulary of varied pattern designs. Incorporate and modify body designs from different dance genres and styles to expand movement vocabulary to include differently designed shapes and movements for interest and contrast.
 - b. Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.
 - c. Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics using adjectives and adverbs to describe them. Determine what dancers must do to perform them clearly.

Embody- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- DA:Pr5.1.7
- a. Apply body use strategies to accommodate physical maturational development to technical dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/ range of motion).
 - b. Utilize healthy practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.
 - c. Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations).

Present-Anchor Standard 6: Convey meaning through the presentation of artistic work.

- DA:Pr6.1.7
- a. Use performance etiquette and performance practices during class, rehearsal, and performance. Maintain a journal documenting these efforts. Post-performance: accept notes from the choreographer and apply corrections to future performances.
 - b. Explore possibilities of producing dance in a variety of venues or for different audiences. Use production terminology to explain how the production elements would be handled in different situations to enhance artistic intent.

RESPONDING

Analyze- Anchor Standard 7: Perceive and analyze artistic work.

- DA:Re7.1.7
- a. Compare, contrast, and discuss patterns of movement and their relationships in dance.
 - b. Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

Interpret- Anchor Standard 8: Construct meaningful interpretations of artistic work.

- DA:Re8.1.7
- a. Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use genre-specific dance terminology.

Critique – Anchor Standard 9: Apply criteria to evaluate artistic work.

- DA:Re9.1.7
- a. Compare artistic intent, content, and context from dances to examine the characteristics of genre, style, or cultural movement practice. Based on the comparison, refine artistic criteria, using genre-specific dance terminology.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- DA:Cn10.1.7
- a. Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement preferences and perspectives.
 - b. Identify and research a dance related question or problem. Communicate new perspectives or realizations through a dance study with an oral and written defense.

Relate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- DA:Cn11.1.7
- a. Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.

MEDIA ARTS

CREATING

Conceive – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MA:Cr1.1.7
- a. Generate ideas, goals, and solutions for original media artworks through application of focused creative processes and generative methods (for example, divergent thinking, experimenting).

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- MA:Cr2.1.7
- a. Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.

Construct – Anchor Standard 3: Revise, refine, and complete artistic work.

- MA:Cr3.1.7
- a. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles (for example, narrative structures, composition).
 - b. Analyze, Improve and refine media artworks by emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.

PRODUCING

Integrate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MA:Pr4.1.7
- a. Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives in order to reach a given audience.

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MA:Pr5.1.7
- a. Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing and presenting media artworks (for example, creative problem solving, organizing).
 - b. Exhibit an increasing set of creative and adaptive innovation abilities (for example, exploratory processes) in developing solutions within and through media arts productions.
 - c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.

Present – Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MA:Pr6.1.7
- a. Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/ or distribution of media artworks.
 - b. Evaluate the results of, and improvements for, presenting media artworks, considering impacts on personal growth.

RESPONDING

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

- MA:Re7.1.7 a. Describe, compare, and analyze the relationships between the components in media artworks.
 b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MA:Re8.1.7 a. Interpret and construct meanings of a variety of media artworks, using guided self-developed criteria.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

- MA:Re9.1.7 a. Determine and apply relevant criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- MA:Cn10.1.7 a. Access, evaluate, and use internal and external resources (for example, experiences, interests, research, exemplary works) to inform the creation of media artworks.
 b. Explain and show how media artworks form new meanings, knowledge, situations, and cultural experiences (for example, new information, learning).

Relate- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MA:Cn11.1.7 a. Research and demonstrate how media artworks and ideas relate to various situations, purposes, and values (for example, community, vocations, social media).
 b. Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.

MUSIC

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MU:Cr1.1.7 a. Compose rhythmic, melodic, and harmonic phrases over harmonic accompaniments within a given form(s) that convey expressive intent.

Anchor Standard 2: Organize and develop artistic ideas and work.

- MU:Cr2.1.7 a. Select, organize, develop, and document personal musical ideas for arrangements, song, and compositions within a given form(s) that utilize compositional techniques and convey expressive intent.
 b. Use standard and/ or iconic notation and/ or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

Anchor Standard 3: Revise, refine, and complete artistic work.

- MU:Cr3.1.7 a. Evaluate their own work, applying teacher or student-developed criteria.
 b. Present the final version of a personal composition or arrangement, using musicianship and originality to utilize compositional techniques and convey expressive intent.
 c. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others, (teachers and peers).

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MU:Pr4.1.7 a. Select varied repertoire to study based on interest, music reading skills where appropriate, understanding the structure of the music, context, and the technical skill of the individual or ensemble.
 b. Demonstrate or analyze, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
 c. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
 d. Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (for example, dynamics, tempo, timbre, articulation/style, phrasing) convey intent.

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MU:Pr5.1.7 a. Apply teacher provided criteria to critique individual performances of a varied repertoire of music selected for performance and refine the performances.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MU:Pr6.1.7 a. Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
 b. Demonstrate performance decorum (for example, stage presence, attire, behavior) and audience etiquette are appropriate for venue, purpose, and context.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- MU:Re7.1.7 a. Identify reasons for selecting music based on musical characteristics, interest, purpose, or context.
 b. Describe how knowledge of context and the use of musical elements inform the response to music.
 c. Identify and compare the context of music from a variety of genres, cultures, and historical periods.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MU:Re8.1.7 a. Identify the meaning of musical selections, referring to the elements of music and context.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- MU:Re9.1.7 Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- MU:Cn10.1.7 a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MU:Cn11.1.7 a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

THEATRE

CREATING

Envision/Conceptualize – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- TH:Cr1.1.7 a. Investigate multiple perspectives and solutions to performance challenges in a drama/ theatre work.
 b. Explain and present solutions to design challenges in a drama/ theatre work.
 c. Envision and describe a scripted or improvised character’s inner thoughts and objectives that are authentic to a drama/theatre work.

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- TH:Cr2.1.7 a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.
 b. Define and demonstrate the collaborative responsibilities of actor, director, and designer to present a drama/ theatre work.

Develop – Anchor Standard 3: Revise, refine, and complete artistic work.

- TH:Cr3.1.7 a. Analyze and refine choices in a unified devised or scripted drama/theatre work.
 b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.
 c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.

PERFORMING

Select – Anchor Standard 4: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- TH:Pr4.1.7 a. Analyze the dramatic arc of a drama/theatre work.
 b. Use a variety of character objectives and motives in a scene.

Prepare – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- TH:Pr5.1.7 a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.
 b. Experiment with a variety of technical elements that can be applied to a design in a drama/theatre work.

PERFORMING

Share, Present

- TH:Pr6.1.7 a. Demonstrate a primary theme in a drama/theatre performance.

RESPONDING

Reflect – Anchor Standard 7: Perceive and analyze artistic work.

- TH:Re7.1.7 a. Articulate personal reactions to artistic choices in a drama/ theatre work.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

- TH:Re8.1.7 a. Contrast multiple personal experiences and choose the most appropriate when participating in a drama/theatre work.
 b. Describe how cultural perspectives can influence the interpretation of a drama/theatre work.
 c. Interpret how the use of personal aesthetics can be used to discuss a drama/theatre work.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

- TH:Re9.1.7 a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.
 b. Evaluate the production elements used in a drama/theatre work to assess aesthetic choices.
 c. Identify a specific audience or purpose for a drama/theatre work.

CONNECTING

Empathize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- TH:Cn10.1.7 a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

Interrelate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- TH:Cn11.1.7 a. Examine contemporary social, cultural, or global issues by using music, dance, art, and/or media in a drama/theatre work.

Research - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- TH:Cn11.2.7 a. Research the story elements of a staged drama/ theatre work and compare them to another production of the same work.
 b. Compare the drama/ theatre conventions of a given time period with those of the present.

VISUAL ARTS

CREATING

Investigate, Plan, Make – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- VA:Cr1.1.7 a. Apply methods to overcome creative blocks.

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- VA:Cr1.2.7 a. Develop criteria to guide making a work of art or design to meet an identified goal.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

- VA:Cr2.1.7 a. Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

- VA:Cr2.2.7 a. Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

- VA:Cr2.3.7 a. Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

Reflect, Refine, Continue – Anchor Standard 3: Revise, refine, and complete artistic work.

- VA:Cr3.1.7 a. Reflect on and explain important information about personal artwork in an artist statement or another format.

PRESENTING

Relate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- VA:Pr4.1.7 a. Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

Select – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- VA:Pr5.1.7 a. Based on criteria, analyze and evaluate methods for preparing and presenting art.

Analyze – Anchor Standard 6: Convey meaning through the presentation of artistic work.

- VA:Pr6.1.7 a. Compare and contrast viewing and experiencing collections and exhibitions in different venues.

RESPONDING

Share – Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.1.7 a. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.2.7 a. Analyze multiple ways that images influence specific audiences.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

VA:Re8.1.7 a. Interpret art and generate meanings through describing and analyzing feelings, subject matter, formal characteristics, artmaking approaches, and contextual information and identify key concepts.

Analyze – Anchor Standard 9: Apply criteria to evaluate artistic work.

VA:Re9.2.7 a. Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

CONNECTING

Interpret – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.7 a. Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

Synthesize – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.7 a. Identify a purpose of an artwork.

FINE ARTS – 8th GRADE

DANCE

CREATING

Explore – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

DA:Cr1.1.8 a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news, social events) to develop dance content for an original dance study or dance.
b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.

Plan – Anchor Standard 2: Organize and develop artistic ideas and work.

DA:Cr2.1.8 a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices.
b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.

Revise- Anchor Standard 3: Revise, refine, and complete artistic work.

DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.
b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.

PERFORMING

Express- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

DA:Pr4.1.8 a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use appropriate focus in direct and indirect pathways.
b. Analyze and select metric, kinetic, and breathe phrasing and apply them appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.
c. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.

Embody- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

DA:Pr5.1.8 a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/ range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.
b. Evaluate personal healthy practices in dance activities and everyday life, including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement.
c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, timeline).

Present-Anchor Standard 6: Convey meaning through the presentation of artistic work.

DA:Pr6.1.8 a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal, and performance. Document efforts and create a plan for ongoing improvements. Post-performance: accept notes from the choreographer and apply corrections to future performances.
b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Use production terminology to explain reasons for choices.

RESPONDING

Analyze- Anchor Standard 7: Perceive and analyze artistic work.

DA:Re7.1.8 a. Describe and discuss patterns of movement and their relationships in dance in context of artistic intent.
b. Demonstrate and explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

Interpret- Anchor Standard 8: Construct meaningful interpretations of artistic work.

DA:Re8.1.8 a. Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation, using genre-specific dance terminology.

Critique – Anchor Standard 9: Apply criteria to evaluate artistic work.

- DA:Re9.1.8 a. Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- DA:Cn10.1.8 a. Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.
 b. Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre. Share the dance study and research with peers.

Relate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- DA:Cn11.1.8 a. Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.

MEDIA ARTS

CREATING

Conceive – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MA:Cr1.1.8 a. Produce a variety of ideas and solutions for media artworks through application of chosen inventive generative methods (for example, concept modeling, prototyping).

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- MA:Cr2.1.8 a. Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.

Construct – Anchor Standard 3: Revise, refine, and complete artistic work.

- MA:Cr3.1.8 a. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles (for example, theme, unity).
 b. Analyze, refine, and modify media artworks, improving technical quality and accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.

PRODUCING

Integrate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MA:Pr4.1.8 a. Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas in order to reach a given audience.

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MA:Pr5.1.8 a. Demonstrate a defined range of artistic, design, technical, and soft skills through performing specified roles in producing and presenting media artworks (for example, strategizing, collaborative communication).
 b. Demonstrate a defined range of creative and adaptive innovation abilities (for example, divergent solutions, bending conventions) in developing new solutions for identified problems within and through media arts productions.
 c. Demonstrate adaptability using tools, techniques and content in standard and experimental ways to communicate intent in the production of media artworks.

Present – Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MA:Pr6.1.8 a. Design the presentation and distribution of media artworks through multiple formats and/or contexts.
 b. Evaluate the results of, and implement improvements for, presenting media artworks, considering impacts on personal growth and external effects.

RESPONDING

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

- MA:Re7.1.8 a. Compare, contrast, and analyze the relationships between the components and style in media artworks.
 b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks shape audience experience and create meaning.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MA:Re8.1.8 a. Interpret meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

- MA:Re9.1.8 a. Develop and apply relevant and specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- MA:Cn10.1.8 a. Access, evaluate, and use internal and external resources (for example, cultural knowledge, research, exemplary works) to inform the creation of media artworks.
 b. Explain and demonstrate how media artworks create cultural experiences (for example, local and global events).

Relate- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MA:Cn11.1.8 a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (for example, democracy, environment, connecting people and places).
 b. Analyze and responsibly interact with media arts tools, environments, and legal and technological contexts, considering ethics, media literacy, social media, and virtual worlds.

MUSIC

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MU:Cr1.1.8 a. Compose increasingly complex rhythmic, melodic, and harmonic phrases over harmonic accompaniments within a given form(s) that convey expressive intent.

Anchor Standard 2: Organize and develop artistic ideas and work.

- MU:Cr2.1.8
- a. Select, organize, and document musical ideas for arrangements, song, and compositions within expanded forms that utilize various compositional techniques and convey expressive intent.
 - b. Use standard and/ or iconic notation and/ or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

Anchor Standard 3: Revise, refine, and complete artistic work.

- MU:Cr3.1.8
- a. Evaluate their own work by selecting and applying criteria.
 - b. Present the final version of a personal composition or arrangement, using musicianship and originality to utilize various compositional techniques and convey expressive intent.
 - c. Describe the rationale for refining works by explaining the choices based on evaluation criteria.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MU:Pr4.1.8
- a. Select a varied repertoire to study based on music reading skills where appropriate, an understanding of form and tonality in the music, context, and the technical skill of the individual and ensemble.
 - b. Demonstrate or analyze, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performance.
 - c. Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
 - d. Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (for example, dynamics, tempo, timbre, articulation/style, phrasing).

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MU:Pr5.1.8
- a. Apply teacher provided criteria to critique individual performances of a varied repertoire of music selected for performance, identify practice strategies to address performance challenges, and refine the performances.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MU:Pr6.1.8
- a. Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.
 - b. Demonstrate performance decorum (for example, stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- MU:Re7.1.8
- a. Explain reasons for selecting music based on musical characteristics, interest, purpose or context.
 - b. Describe how understanding context and the elements of music inform the response to music.
 - c. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MU:Re8.1.8
- a. Identify and support the meaning of musical works, citing as evidence the musical elements and context.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- MU:Re9.1.8
- a. Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- MU:Cn10.1.8
- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MU:Cn11.1.8
- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

THEATRE

CREATING

Envision/Conceptualize – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- TH:Cr1.1.8
- a. Imagine and explore multiple perspectives and solutions to performance problems in a drama/theatre work.
 - b. Imagine and explore solutions to design challenges for a specific performance space in a drama/theatre work.
 - c. Develop a scripted or improvised character by articulating the character's authentic inner thoughts, objectives, and motivations in a drama/theatre work.

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- TH:Cr2.1.8
- a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.
 - b. participate in collaborative responsibilities required to present a drama/ theatre work informally to an audience.

Develop – Anchor Standard 3: Revise, refine, and complete artistic work.

- TH:Cr3.1.8
- a. Use repetition and analysis in order to unify a devised or scripted drama/theatre work during the rehearsal process.
 - b. Refine effective physical, vocal, and psychological traits of characters in an improvised or scripted drama/theatre work.
 - c. implement and refine a planned technical design using simple technology during the rehearsal process for a devised or scripted drama/theatre work.

PERFORMING

Select – Anchor Standard 4: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- TH:Pr4.1.8
- a. Identify various choices to enhance the interpretation of a drama/theatre work.
 - b. Use various character objectives, motives, and tactics in scene to overcome obstacles.

Prepare – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- TH:Pr5.1.8
- a. Choose a variety of acting techniques to increase skills in a rehearsal or drama/ theatre performance.
 - b. incorporate a variety of technical elements to create a design for a rehearsal or drama/theatre production.

PERFORMING

Share, Present

TH:Pr6.1.8 a. Explore multiple themes within a drama/ theatre performance.

RESPONDING

Reflect – Anchor Standard 7: Perceive and analyze artistic work.

TH:Re7.1.8 a. Compare personal and peer reactions to artistic choices in a drama/theatre work.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

TH:Re8.1.8 a. Contrast multiple personal experiences and choose the most appropriate based on textual evidence when participating in a drama/theatre work.

b. Analyze how cultural perspectives influence the interpretation of a drama/theatre work.

c. Apply personal aesthetics to interpret a drama/theatre work.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

TH:Re9.1.8 a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.

b. Assess how the production elements present the theme of a drama/theatre work.

c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

CONNECTING

Empathize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

TH:Cn10.1.8 a. Examine a community issue through multiple perspectives in a drama/theatre work.

Interrelate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

TH:Cn11.1.8 a. Incorporate different forms of theatre to strengthen the meaning and conflict in a drama/ theatre work with a particular cultural, global, or historic context.

Research - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

TH:Cn11.2.8 a. Research and discuss how a playwright might have intended a drama/ theatre work to be produced.

b. Investigate the time period and place of a theatrical work to better understand design choices.

VISUAL ARTS

CREATING

Investigate, Plan, Make – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

VA:Cr1.1.8 a. Document early stages of the creative process visually or verbally in traditional or new media.

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

VA:Cr1.2.8 a. Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.1.8 a. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.2.8 a. Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.3.8 a. Select, organize, and design images and words to make visually clear and compelling presentations.

Reflect, Refine, Continue – Anchor Standard 3: Revise, refine, and complete artistic work.

VA:Cr3.1.8 a. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

PRESENTING

Relate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

VA:Pr4.1.8 a. Develop and apply criteria for evaluating a collection of artwork for presentation.

Select – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

VA:Pr5.1.8 a. Collaboratively prepare and present selected theme-based artwork for display and formulate exhibition narratives for the viewer.

Analyze – Anchor Standard 6: Convey meaning through the presentation of artistic work.

VA:Pr6.1.8 a. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

RESPONDING

Share – Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.1.8 a. Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.2.8 a. Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

VA:Re8.1.8 a. Collaboratively develop meaningful interpretations, supported by evidence, of artworks through describing and analyzing feelings, subject matter, formal characteristics, artmaking approaches, contextual information, and key concepts.

Analyze – Anchor Standard 9: Apply criteria to evaluate artistic work.

VA:Re9.2.8 a. Create a convincing and logical argument to support an evaluation of art.

CONNECTING

Interpret – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.8 a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.

Synthesize – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.8 a. Understand that people from different places and times have made art for a variety of reasons.

Literacy K-8

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

Key Ideas and Details

- CCR.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- CCR.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCR.R.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCR.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCR.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

Conventions of Standard English

- CCR.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCR.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCR.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

Text Types and Purposes

- CCR.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCR.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCR.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCR.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCR.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCR.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- CCR.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

Comprehension and Collaboration

- CCR.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SOCIAL / EMOTIONAL LEARNING – KINDERGARTEN- 3rd Grade**DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.**

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

Identify and Manage One's Emotions and Behavior.

- 1A.1a Recognize and accurately label emotions and how they are linked to behavior.
- 1A.1b Demonstrate control of impulsive behavior.

Recognize personal qualities and external supports.

- 1B.1a Identify one's likes and dislikes, needs and wants, strengths and challenges.
- 1B.1b Identify family, peer, school, and community strengths.

Demonstrate skills related to achieving personal and academic goals.

- 1C.1a Describe why school is important in helping students achieve personal goals.
- 1C.1b Identify goals for academic success and classroom behavior.

USE SOCIAL-AWARENESS AND INTERPERSONAL SKILLS TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS.

Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

Recognize The Feelings and Perspectives of Others.

- 2A.1a Recognize that others may experience situations differently from oneself.
- 2A.1b Use listening skills to identify the feelings and perspectives of others.

Recognize Individual And Group Similarities And Differences.

- 2B.1a Describe the ways that people are similar and different.
- 2B.1b Describe positive qualities in others.

Use Communication And Social Skills To Interact Effectively With Others.

- 2C.1a Identify ways to work and play well with others.
- 2C.1b Demonstrate appropriate social and classroom behavior.

Demonstrate An Ability To Prevent, Manage, And Resolve Interpersonal Conflicts In Constructive Ways.

- 2D.1a Identify problems and conflicts commonly experienced by peers.
- 2D.1b Identify approaches to resolving conflicts constructively.

DEMONSTRATE DECISION-MAKING SKILLS AND RESPONSIBLE BEHAVIORS IN PERSONAL, SCHOOL, AND COMMUNITY CONTEXTS.

Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.

Consider Ethical, Safety, And Societal Factors in Making Decisions.

- 3A.1a Explain why unprovoked acts that hurt others are wrong.
- 3A.1b Identify social norms and safety considerations that guide behavior.

Apply Decision-Making Skills to Deal Responsibly with Daily Academic and Social Situations.

- 3B.1a Identify a range of decisions that students make at school.
- 3B.1b Make positive choices when interacting with classmates.

Contribute to The Well-Being Of One's School And Community.

- 3C.1a Identify and perform roles that contribute to one's classroom.
- 3C.1b Identify and perform roles that contribute to one's family.

SOCIAL / EMOTIONAL LEARNING – 4th- 5th GRADE**DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.**

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

Identify And Manage One's Emotions And Behavior.

- 1A.2a Describe a range of emotions and the situations that cause them.
1A.2b Describe and demonstrate ways to express emotions in a socially acceptable manner.

Recognize personal qualities and external supports.

- 1B.2a Describe personal skills and interests that one wants to develop.
1B.2b Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.

Demonstrate skills related to achieving personal and academic goals.

- 1C.2a Describe the steps in setting and working toward goal achievement.
1C.2b Monitor progress on achieving a short-term personal goal.

USE SOCIAL-AWARENESS AND INTERPERSONAL SKILLS TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS.

Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

Recognize The Feelings And Perspectives Of Others.

- 2A.2a Identify verbal, physical, and situational cues that indicate how others may feel.
2A.2b Describe the expressed feelings and perspectives of others.

Recognize Individual And Group Similarities And Differences.

- 2B.2a Identify differences among and contributions of various social and cultural groups.
2B.2b Demonstrate how to work effectively with those who are different from oneself.

Use Communication And Social Skills To Interact Effectively With Others.

- 2C.2a Describe approaches for making and keeping friends.
2C.2b Analyze ways to work effectively in groups.

Demonstrate An Ability To Prevent, Manage, And Resolve Interpersonal Conflicts In Constructive Ways.

- 2D.2a Describe causes and consequences of conflicts.
2D.2b Apply constructive approaches in resolving conflicts.

DEMONSTRATE DECISION-MAKING SKILLS AND RESPONSIBLE BEHAVIORS IN PERSONAL, SCHOOL, AND COMMUNITY CONTEXTS.

Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.

Consider Ethical, Safety, And Societal Factors In Making Decisions.

- 3A.2a Demonstrate the ability to respect the rights of self and others.
3A.2b Demonstrate knowledge of how social norms affect decision making and behavior.

Apply Decision-Making Skills To Deal Responsibly With Daily Academic And Social Situations.

- 3B.2a Identify and apply the steps of systematic decision making.
3B.2b Generate alternative solutions and evaluate their consequences for a range of academic and social situations.

Contribute To The Well-Being Of One's School And Community.

- 3C.2a Identify and perform roles that contribute to the school community.
3C.2b Identify and perform roles that contribute to one's local community.

SOCIAL / EMOTIONAL LEARNING – 6th-8th GRADE**DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.**

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

Identify And Manage One's Emotions And Behavior.

- 1A.3a Analyze factors that create stress or motivate successful performance.
- 1A.3b Apply strategies to manage stress and to motivate successful performance.

Recognize personal qualities and external supports.

- 1B.3a Analyze how personal qualities influence choices and successes.
- 1B.3b Analyze how making use of school and community supports and opportunities can contribute to school and life success.

Demonstrate skills related to achieving personal and academic goals.

- 1C.3a Set a short-term goal and make a plan for achieving it.
- 1C.3b Analyze why one achieved or did not achieve a goal.

USE SOCIAL-AWARENESS AND INTERPERSONAL SKILLS TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS.

Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

Recognize The Feelings And Perspectives Of Others.

- 2A.3a Predict others' feelings and perspectives in a variety of situations.
- 2A.3b Analyze how one's behavior may affect others.

Recognize Individual And Group Similarities And Differences.

- 2B.3a Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.
- 2B.3b Analyze the effects of taking action to oppose bullying based on individual and group differences.

Use Communication And Social Skills To Interact Effectively With Others.

- 2C.3a Analyze ways to establish positive relationships with others.
- 2C.3b Demonstrate cooperation and teamwork to promote group effectiveness.

Demonstrate An Ability To Prevent, Manage, And Resolve Interpersonal Conflicts In Constructive Ways.

- 2D.3a Evaluate strategies for preventing and resolving interpersonal problems.
- 2D.3b Define unhealthy peer pressure and evaluate strategies for resisting it.

DEMONSTRATE DECISION-MAKING SKILLS AND RESPONSIBLE BEHAVIORS IN PERSONAL, SCHOOL, AND COMMUNITY CONTEXTS.

Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.

Consider Ethical, Safety, And Societal Factors In Making Decisions.

- 3A.3a Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.
- 3A.3b Analyze the reasons for school and societal rules.

Apply Decision-Making Skills To Deal Responsibly With Daily Academic And Social Situations.

- 3B.3a Analyze how decision-making skills improve study habits and academic performance.
- 3B.3b Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.

Contribute To The Well-Being Of One's School And Community.

- 3C.3a Evaluate one's participation in efforts to address an identified school need.
- 3C.3b Evaluate one's participation in efforts to address an identified need in one's local community.

RESOURCES TO SUPPORT THE STANDARDS	COMPLETE ILLINOIS LEARNING STANDARDS
Illinois Classrooms in Action www.ilclassroomsinaction.org	English Language Arts http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf
Illinois Teach & Talk Math www.ilteachandtalk.org	Fine Arts ***Public review DRAFT*** http://illinoisartslearning.org/#report-and-standards
Illinois Writing Matters www.ilwritingmatters.org	Mathematics http://www.isbe.net/common_core/pls/level1/pdf/math-standards.pdf
Illinois Stats Math www.ilstats.weebly.com	Science http://www.nextgenscience.org/
Illinois Standards-Based Reporting Website http://www.isbestandardsbasedreporting.com/	Physical Development/ Health http://www.isbe.net/ils/pdh/standards.htm
Achieve the Core www.achievethecore.org	Social and Emotional Learning http://www.isbe.net/ils/social_emotional/standards.htm
Illustrative Mathematics https://www.illustrativemathematics.org/	Social Science http://www.isbe.net/ils/social_science/pdf/ss-stds-eff012716.pdf
EdReports http://www.edreports.org/	
Tools for the Common Core Standards http://commoncoretools.me/	
Freddie Phonics http://textproject.org/classroom-materials/	
Library of Congress http://www.loc.gov/teachers/	
NewsELA www.newsela.org (Lower ranges of Lexile available after signing up at the bottom of website.)	
Ohio Resource Center http://www.ohiorc.org/	

PARCC Resources	
PARCC Tests – ELA, Math, Systems.... http://parcc.pearson.com/	Partnership Resource Center including Formative Tasks and Released Items and Student Annotations (and other resources) https://prc.parcconline.org/
Main page and links to evidence statement tables (and other resources) http://parcconline.org/	ISBE PARCC Place http://www.isbe.net/parcc-place/