

Twin Valley School District

Related Arts K - 12

Scope & Sequence

Board Approved March 21, 2005

STANDARD-BASED RELATED ARTS CURRICULUM

Scope and Sequence for Grade Level Topics

Proposed Standard 9.1		Production, Performance and Exhibition
Kindergarten	1st Grade	2nd Grade
<p>A. Explore the elements of each art form to create works in the arts and humanities:</p> <ul style="list-style-type: none"> • Dance-energy/force, space, time • Music-duration, intensity, pitch, timbre • Theatre-scenario, script/text, set design • Visual Arts-color, form/shape, line, space, texture, value <p>B. Explore a variety of appropriate arts elements to produce original works in the arts.</p> <p>C. Identify fundamental vocabulary within each of the arts forms.</p> <p>D. Explore varied styles within each art form</p> <p>E. Demonstrate the ability to express emotions through creation of works in the arts.</p> <p>F. Explore works of various artists in the arts and humanities</p> <p>G. Recall skills through rehearsal and practice sessions.</p> <p>H. Recall skills through rehearsal and practice sessions.</p> <p>I. Explore arts events that take place in schools and in communities.</p>	<p>A. Explore the elements of each art form to create works in the arts and humanities:</p> <ul style="list-style-type: none"> • Dance-energy/force, space, time • Music-duration, intensity, pitch, timbre • Theatre-scenario, script/text, set design <p>Visual Arts-color, form/shape, line, space, texture, value</p> <p>B. Explore the historical, cultural and social context of individual works in the arts.</p> <p>C. Review and practice fundamental vocabulary within each of the arts forms.</p> <p>D. Explore varied styles within each art form</p> <p>E. Demonstrate the ability to define objects through creation of works in the arts.</p> <p>F. Explore works of various artists in the arts and humanities.</p> <p>G. Show skills through rehearsal and practice sessions.</p> <p>H. Show skills through rehearsal and practice sessions.</p> <p>I. List arts events that take place in schools and in communities.</p>	<p>A. Recognize the elements of each art form to create works in the arts and humanities:</p> <ul style="list-style-type: none"> • Dance-energy/force, space, time • Music-duration, intensity, pitch, timbre • Theatre-scenario, script/text, set design • Visual Arts-color, form/shape, line, space, texture, value <p>B. Explore the historical, cultural and social context of individual works in the arts.</p> <p>C. Review and practice fundamental vocabulary within each of the arts forms.</p> <p>D. Recognize and identify varied styles within each art form.</p> <p>E. Demonstrate the ability to illustrate an action or relate an experience through creation of works in the arts.</p> <p>F. Identify the characteristics of styles of works in the arts</p> <p>G. Show improved skill levels through rehearsal and practice sessions.</p> <p>H. Show improved skill levels through rehearsal and practice sessions.</p> <p>I. Recall arts events that take place in schools</p>

<p>J. Explore traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p>	<p>J. Explore traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p>	<p>and in communities.</p> <p>J. Recognize and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> • Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill, pens, stencils, tools for wood carving, looms, stage equipment) • Know and use contemporary technologies (e.g., CD's/software, audio sound equipment, polymers, clays, board-mixers, photographs, recorders)
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Proposed Standard 9.1		Production, Performance and Exhibition
3 rd Grade	4 th Grade	5 th Grade
<p>A. Know and practice the elements of each art form to create works in the arts and humanities:</p> <ul style="list-style-type: none"> • Dance-energy/force, space, time • Music-duration, intensity, pitch, timbre • Theatre-scenario, script/text, set design • Visual Arts-color, form/shape, line, space, texture, value <p>Explore the principles of each art form to create works in the arts and humanities:</p> <ul style="list-style-type: none"> • Dance-choreography, for, genre, improvisation, style, technique • Music-composition, form, genre, harmony, rhythm, texture • Theatre-balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice • Visual Arts-balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony <p>B. Know and practice a variety of appropriate arts elements to produce original works in the arts</p> <ul style="list-style-type: none"> • Dance-Move, perform, read and notate dance, create and choreograph, improvise • Music-sing, play an instrument, read and notate music, compose and arrange, improvise • Theatre-stage productions, read and write scripts, improvise, interpret a role, design sets, direct 	<p>A. Practice and use the elements of each art form to create works in the arts and humanities. Explore the principles of each art form to create works in the arts and humanities.</p> <p>B. Practice and use a variety of appropriate arts elements to produce original works in the arts. Explore a variety of appropriate arts principals to produce original works in the arts.</p> <p>C. Recognize and use the fundamental vocabulary within each of the arts forms.</p> <p>D. Examine a specific style within each art form.</p> <p>E. Know how the arts can define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.</p> <p>F. Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso).</p> <p>G. Compare and contrast skill levels achieved as a result of a rehearsal and practice session.</p> <p>H. Compare and contrast skill levels achieved as a result of a rehearsal and practice session.</p> <p>I. Describe arts events that take place in schools and in communities.</p>	<p>A. Know and use the elements of each art form to create works in the arts and humanities. Explore the principles of each art form to create works in the arts and humanities.</p> <p>B. Recognize, know and use a variety of appropriate arts elements to produce original works in the arts. Explore a variety of appropriate arts principals to produce original works in the arts.</p> <p>C. Recognize and use the fundamental vocabulary within each of the arts forms.</p> <p>D. Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.</p> <p>E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.</p> <p>F. Describe works of others through performance or exhibition in two art forms.</p> <p>G. Identify the function and benefits of rehearsal and practice sessions.</p> <p>H. Identify the function and benefits of rehearsal and practice sessions.</p> <p>I. Describe arts events that take place in schools and in communities.</p> <p>J. Apply traditional and contemporary technologies for producing, performing and</p>

<ul style="list-style-type: none"> • Visual Arts-paint, draw, craft, sculpt, print, design for environment, communication, multi-media <p>Explore a variety of appropriate arts principals to produce original works in the arts.</p> <ul style="list-style-type: none"> • Dance-choreography, for, genre, improvisation, style, technique • Music-composition, form, genre, harmony, rhythm, texture • Theatre-balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice <p>Visual Arts-balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony.</p> <p>C. Recognize and use the fundamental vocabulary within each of the arts forms.</p> <p>D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.</p> <p>E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.</p> <p>F. Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso).</p> <p>G. Recognize the function of rehearsals and practice sessions.</p> <p>H. Recognize the function of rehearsals and practice sessions.</p> <p>I. Identify arts events that take place in schools and in communities.</p> <p>J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of</p>	<p>J. Use and apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> • Experiment with traditional technologies (e.g., ceramic/ wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms) • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/ point systems, animation techniques, internet access, library computer card catalogues) 	<p>exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> • Experiment with traditional technologies (e.g., ceramic/ wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms) • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/ point systems, animation techniques, internet access, library computer card catalogues)
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others.

Know and use traditional technologies
(e.g., charcoal, pigments, clay, needle/thread,
quill, pens, stencils, tools for wood carving,
looms, stage equipment)

Know and use contemporary technologies
(e.g., CD's/software, audio sound equipment,
polymers, clays, board-mixers, photographs,
recorders)

Proposed Standard 9.1		Production, Performance and Exhibition
6 th Grade	7 th Grade	8 th Grade
<p>A. Recognize and use the elements of each art form to create works in the arts and humanities. Explore the principles of each art form to create works in the arts and humanities.</p> <p>B. Recognize, know and use a variety of appropriate arts elements to produce original works in the arts. Explore a variety of appropriate arts principals to produce original works in the arts.</p> <p>C. Identify and practice comprehensive vocabulary within each of the arts forms.</p> <p>D. Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.</p> <p>E. Identify unifying themes or point of view through works in the arts.</p> <p>F. Describe works of others through performance or exhibition in two art forms.</p> <p>G. Identify the function and benefits of rehearsal and practice sessions.</p> <p>H. Identify the function and benefits of rehearsal and practice sessions.</p> <p>I. Read and list where arts events that take place in schools and in communities are.</p> <p>J. Explore specific uses of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> • Experiment with traditional 	<p>Recognize and use the elements of each art form to create works in the arts and humanities. Explore the principles of each art form to create works in the arts and humanities.</p> <p>B. Recognize, know and use a variety of appropriate arts elements to produce original works in the arts. Know and practice a variety of appropriate arts principles to produce original works in the arts.</p> <p>C. Identify and practice comprehensive vocabulary within each of the arts forms.</p> <p>D. Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.</p> <p>E. Identify unifying themes or point of view through works in the arts</p> <p>F. Describe works of others through performance or exhibition in two art forms.</p> <p>G. Review the function and benefits of rehearsal and practice sessions.</p> <p>H. Review the function and benefits of rehearsal and practice sessions.</p> <p>I. Read and list where arts events that take place in schools and in communities are.</p> <p>J. Apply specific uses of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> • Experiment with traditional technologies 	<p>A. Know and practice the elements of each art form to create works in the arts and humanities. Know and practice the principles of each art form to create works in the arts and humanities.</p> <p>B. Recognize, know and use a variety of appropriate arts elements and principles to produce and review original works in the arts.</p> <p>C. Identify and use comprehensive vocabulary within each of the arts forms</p> <p>D. Demonstrate in depth knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>E. Communicate a unifying theme or point of view through the production of works in the arts.</p> <p>F. Explain works of others within each art form through performance or exhibition.</p> <p>G. Explain the function and benefits of rehearsal and practice sessions.</p> <p>H. Explain the function and benefits of rehearsal and practice sessions.</p> <p>I. Know where arts events, performances and exhibitions occur and how to gain admission.</p> <p>J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> • Explain and demonstrate traditional technologies (e.g., paint, tools, sponges,

<p>technologies (e.g., ceramic/ wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms)</p> <ul style="list-style-type: none"> • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/ point systems, animation techniques, internet access, library computer card catalogues) 	<p>(e.g., ceramic/ wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms)</p> <ul style="list-style-type: none"> • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/ point systems, animation techniques, internet access, library computer card catalogues) 	<p>weaving designs, instruments, natural pigments/ glazes)</p> <ul style="list-style-type: none"> • Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, internet design, computers, interactive technologies, audio equipment, board-mixer, video equipment, computerized lighting design)
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Proposed Standard 9.1		Production, Performance and Exhibition
9 th Grade	10 th Grade	11 ^h Grade
<p>A. Know and practice the elements of each art form to create works in the arts and humanities. Know and practice the principles of each art form to create works in the arts and humanities.</p> <p>B. Recognize, know and use a variety of appropriate arts elements and principles to produce and review original works in the arts.</p> <p>C. Identify and use comprehensive vocabulary within each of the arts forms.</p> <p>D. Compare and contrast two styles within each art form through a performance or exhibition of a unique work.</p> <p>E. Explore the use of media processes and techniques to communicate a unifying theme or point of view through the production of works in the arts.</p> <p>F. Identify works of arts influenced by historical and social events.</p> <p>G. Investigate different types of rehearsal techniques.</p> <p>H. Investigate different types of rehearsal techniques.</p> <p>I. Investigate a variety of regional arts events and resources and analyze methods of selection and admission</p> <p>J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.</p>	<p>A. Practice and use the elements of each art form to create works in the arts and humanities. Practice and use the principles of each art form to create works in the arts and humanities.</p> <p>B. Recognize, know and use a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>C. Identify advanced vocabulary to the arts forms.</p> <p>D. Compare and contrast two styles within each art form through a performance or exhibition of a unique work.</p> <p>E. Communicate a unifying theme or point of view through the production of works in the arts, applying skills in media processes and techniques.</p> <p>F. Identify works of arts influenced by historical and social events.</p> <p>G. Discuss and classify different types of rehearsal techniques.</p> <p>H. Discuss and classify different types of rehearsal techniques</p> <p>I. Compare and contrast a variety of regional arts events and resources and analyze methods of selection and admission.</p> <p>J. Compare and contrast specific uses of traditional and contemporary technologies</p>	<p>A. Practice and use the elements of each art form to create works in the arts and humanities. Practice and use the principles of each art form to create works in the arts and humanities.</p> <p>B. Recognize, know and use a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>C. Identify and use advanced vocabulary to the arts forms.</p> <p>D. Compare and contrast two styles within each art form through a performance or exhibition of a unique work.</p> <p>E. Delineate a unifying theme or point of view through the production of works in the arts, applying skills in media processes and techniques.</p> <p>F. Construct a work of art influenced by experiences or historical and cultural events through production, performance or exhibition.</p> <p>G. Decide the benefits of rehearsal and practice sessions.</p> <p>H. Decide the benefits of rehearsal and practice sessions.</p> <p>I. Classify a variety of regional arts events and resources and analyze methods of selection and admission.</p> <p>J. Analyze and use of traditional and</p>

<ul style="list-style-type: none"> • Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/ glazes) • Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, internet design, computers, interactive technologies, audio equipment, board-mixer, video equipment, computerized lighting design) 	<p>within the design for producing, performing and exhibiting works in the arts or the works of others.</p>	<p>contemporary technologies for producing, performing and exhibiting works in the arts or works of others.</p> <ul style="list-style-type: none"> • Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies) • Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band designs)
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Proposed Standard 9.1		Production, Performance and Exhibition
12 ^h Grade		
<p>A. Know and use the elements of each art form to create works in the arts and humanities. Know and use the principles of each art form to create works in the arts and humanities.</p> <p>B. Recognize, know and use a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>C. Integrate and apply advanced vocabulary to the arts forms.</p> <p>D. Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).</p> <p>E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p>F. Analyze works of art influenced by experiences or historical and cultural events through production, performance or exhibition.</p> <p>G. Analyze the effect of rehearsal and practice sessions.</p> <p>H. Analyze the effect of rehearsal and practice sessions.</p> <p>I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.</p> <p>J. Analyze and evaluate the use of traditional and contemporary technologies for producing,</p>		

performing and exhibiting works in the arts or works of others.

- Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies)
- Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band designs)

Proposed Standard 9.2		Historical and Cultural Contexts
Kindergarten	1 st Grade	2 nd Grade
<p>A. Explore the historical, cultural and social context of individual works in the arts.</p> <p>G. Relate works in the arts to geographical regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p>J. Explore historical and cultural differences as they relate to works in the arts.</p>	<p>A. Explore the historical, cultural and social context of individual works in the arts.</p> <p>G. Relate works in the arts to geographical regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p>J. Explore historical and cultural differences as they relate to works in the arts.</p>	<p>A. Explore the historical, cultural and social context of individual works in the arts.</p> <p>G. Relate works in the arts to geographical regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p>J. Explore historical and cultural differences as they relate to works in the arts.</p>

Proposed Standard 9.2		Historical and Cultural Contexts
3 rd Grade	4 th Grade	5 th Grade
<p>A. Recognize the historical, cultural and social context of individual works in the arts.</p> <p>G. Relate works in the arts to geographical regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p>J. Explore historical and cultural differences as they relate to works in the arts.</p>	<p>A. Recognize the historical, cultural and social context of individual works in the arts.</p> <p>F. Explore appropriate vocabulary used between social studies and the arts and humanities.</p> <p>G. Relate works in the arts to geographical regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p>H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.</p> <p>J. Identify historical and cultural differences as they relate to works in the arts.</p>	<p>A. Recognize the historical, cultural and social context of individual works in the arts.</p> <p>B. Relate works in the arts to historical events.</p> <p>C. Relate works in the arts to varying styles and genre.</p> <p>F. Explore appropriate vocabulary used between social studies and the arts and humanities.</p> <p>G. Relate works in the arts to geographical regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p>J. Identify historical and cultural differences as they relate to works in the arts.</p>

Proposed Standard 9.2		Historical and Cultural Contexts
6 th Grade	7 th Grade	8 th Grade
<p>A. Identify the historical, cultural and social context of individual works in the arts.</p> <p>B. Relate works in the arts to historical events.</p> <p>C. Relate works in the arts to varying styles and genre.</p> <p>E. Explore forms, techniques and purposes of works in the arts.</p> <p>F. Explore appropriate vocabulary used between social studies and the arts and humanities.</p> <p>G. Relate works in the arts to geographical regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p>I. Explore philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p> <p>J. Identify and explain historical and cultural differences as they relate to works in the arts.</p>	<p>A. Compare and Contrast the historical, cultural and social context of individual works in the arts.</p> <p>B. Relate works in the arts to historical events.</p> <p>C. Relate works in the arts to varying styles and genre.</p> <p>E. Explore forms, techniques and purposes of works in the arts.</p> <p>F. Identify appropriate vocabulary used between social studies and the arts and humanities.</p> <p>G. Relate works in the arts to geographical regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p>I. Explore philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p> <p>J. Identify and explain historical and cultural differences as they relate to works in the arts.</p>	<p>A. Compare and Contrast the historical, cultural and social context of individual works in the arts.</p> <p>B. Relate works in the arts chronologically to historical events</p> <p>C. Relate works in the arts to varying styles and genres and to the periods in which they were created (e.g. Bronze Age, Ming Dynasty, Renaissance, classical, Modern, Post-Modern, Contemporary, Futuristic, others).</p> <p>E. Investigate how historical events and culture impacts forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas).</p> <p>F. Know and use appropriate vocabulary used between social studies and the arts and humanities.</p> <p>G. Relate works in the arts to geographical regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p>I. Explore philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p> <p>J. Identify and explain historical and cultural differences as they relate to works in the arts.</p>

Proposed Standard 9.2		Historical and Cultural Contexts
9 th Grade	10 th Grade	11 ^h Grade
<p>A. Investigate the historical, cultural and social context of individual works in the arts.</p> <p>B. Relate works in the arts chronologically to historical events.</p> <p>C. Relate works in the arts to varying styles and genres and to the periods in which they were created (e.g. Bronze Age, Ming Dynasty, Renaissance, classical, Modern, Post-Modern, Contemporary, Futuristic, others).</p> <p>E. Investigate how historical events and culture impacts forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas).</p> <p>F. Know and use appropriate vocabulary used between social studies and the arts and humanities</p> <p>G. Relate works in the arts to geographical regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p>I. Identify philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p> <p>J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts</p>	<p>A. Investigate the historical, cultural and social context of individual works in the arts.</p> <p>B. Relate works in the arts chronologically to historical events.</p> <p>C. Relate works in the arts to varying styles and genres and to the periods in which they were created (e.g. Bronze Age, Ming Dynasty, Renaissance, classical, Modern, Post-Modern, Contemporary, Futuristic, others).</p> <p>E. Analyze how historical events and culture impacts forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas).</p> <p>F. Know and use appropriate vocabulary used between social studies and the arts and humanities.</p> <p>G. Relate works in the arts to geographical regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p>I. Identify philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p> <p>J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.</p>	<p>A. Explain the historical, cultural and social context of individual works in the arts.</p> <p>B. Relate works in the arts chronologically to historical events.</p> <p>C. Relate works in the arts to varying styles and genres and to the periods in which they were created (e.g. Bronze Age, Ming Dynasty, Renaissance, classical, Modern, Post-Modern, Contemporary, Futuristic, others).</p> <p>D. Analyze a work of art from its historical and cultural perspective.</p> <p>E. Analyze how historical events and culture impacts forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas).</p> <p>F. Know and use appropriate vocabulary used between social studies and the arts and humanities.</p> <p>G. Relate works in the arts to geographical regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p>I. Explain philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p> <p>J. Explain philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p>

Proposed Standard 9.2		Historical and Cultural Contexts
12 ^h Grade		
<p>A. Explain the historical, cultural and social context of individual works in the arts.</p> <p>B. Relate works in the arts chronologically to historical events.</p> <p>C. Relate works in the arts to varying styles and genres and to the periods in which they were created (e.g. Bronze Age, Ming Dynasty, Renaissance, classical, Modern, Post-Modern, Contemporary, Futuristic, others).</p> <p>D. Analyze a work of art from its historical and cultural perspective.</p> <p>E. Analyze how historical events and culture impacts forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas).</p> <p>F. Know and use appropriate vocabulary used between social studies and the arts and humanities.</p> <p>G. Relate works in the arts to geographical regions: Africa, Asia, Australia, Central America, Europe, North America, and South America.</p> <p>I. Identify, describe and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p> <p>J. Identify, describe and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p>		

Proposed Standard 9.3		Critical Responses
Kindergarten	1 st Grade	2 nd Grade
<p>A. Explore critical processes used in the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Evaluate • Form and test hypothesis • Evaluate/form judgments <p>B. Recognize the Arts elements, principals and concepts.</p> <p>C. Recognize materials and processes used to create works in the arts.</p> <p>D. Explore individual responses to the arts and humanities</p> <p>E. Explore types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>F. Explore various works of art within the arts and humanities.</p> <p>G. Explore the opinions of others related to works in the arts and humanities.</p>	<p>A. Explore critical processes used in the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Evaluate • Form and test hypothesis • Evaluate/form judgments <p>B. Name and Practice the Arts elements, principals and concepts.</p> <p>C. Explore materials and processes used to create works in the arts.</p> <p>D. Verbalize on individual responses to the arts and humanities.</p> <p>E. Explore types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>F. Explore various characteristics of works of art in the arts and humanities.</p> <p>G. Explore the opinions of others related to works in the arts and humanities.</p>	<p>A. Recognize critical processes used in the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Evaluate • Form and test hypothesis • Evaluate/form judgments <p>B. Review and practice the Arts elements, principles and concepts.</p> <p>C. Identify and practice classification skills used to create works in the arts.</p> <p>D. Introduce and apply fundamental vocabulary of critical response.</p> <p>E. Recognize types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>F. Know how to recognize characteristics of works of arts.</p> <p>G Identify and practice the role of a critic.</p>

Proposed Standard 9.3		Critical Responses
3 rd Grade	4 th Grade	5 th Grade
<p>A. Recognize critical processes used in the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypothesis • Evaluate/form Judgments <p>B. Know that works in the Arts can be described by using the arts elements, principals and concepts (e.g., use of color, shape and pattern in Mondrian's Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel's Bolero).</p> <p>C. Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).</p> <p>D. Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.</p> <p>E. Recognize and identify types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>F. Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa).</p>	<p>A. Recognize and practice the critical processes used in the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Evaluate • Form and test hypothesis • Evaluate/form judgments <p>B. Show & illustrate that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel's Bolero).</p> <p>C. Apply classification skills to works in the arts.</p> <p>D. Illustrate important aspects of works in the arts and humanities using a comprehensive vocabulary or critical response.</p> <p>E. Demonstrate types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>F. Explore the process of criticism in identifying and analyzing characteristics among works in the arts.</p> <p>G. Investigate and explore a critics position or opinion related to works in the arts and humanities</p>	<p>A. Identify critical processes used in the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Evaluate • Form and test hypothesis • Evaluate/form judgments <p>B. Describe works in the Arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's In the Hall of the Mountain King and in tap dance).</p> <p>C. Classify works in the arts by forms in which they are found (e.g., farce, architecture, graphic design).</p> <p>D. Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.</p> <p>E. Describe and use types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>F. Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.</p> <p>G. Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student's presentation of a critical position on Walt Disney's Evolution of Mickey</p>

G Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs; The movie was enjoyed for its exceptional special effects).

and Minnie Mouse).

Proposed Standard 9.3		Critical Responses
6 th Grade	7 th Grade	8 th Grade
<p>A. Identify and discuss the critical processes used in the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Evaluate • Form and test hypothesis • Evaluate/form judgments <p>B. Demonstrate an understanding of similar and contrasting characteristics in the arts through comparison.</p> <p>C. Dissect and categorize styles, forms, types and genre within art forms.</p> <p>D. Categorize aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.</p> <p>E. Apply types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>F. Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.</p> <p>G. Investigate a variety of critical positions or opinions about selected works in the arts and humanities..</p>	<p>A. Know and use the critical processes used in the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Evaluate • Form and test hypothesis • Evaluate/form judgments <p>B. Investigate and differentiate specific characteristics of works in the arts within each art form.</p> <p>C. Compare and contrast styles, forms, types and genre within art forms.</p> <p>D. Investigate and expand upon vocabulary of critical response. Dissect and differentiate works in the arts and humanities.</p> <p>E. Compare and use various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism. <p>F. Practice the process of criticism in identifying and analyzing characteristics among works in the arts.</p> <p>G. Classify and categorize a variety of critical positions or opinions about selected works in the arts and humanities</p>	<p>A. Know and use the critical processes of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Evaluate • Form and test hypothesis • Evaluate/form judgments <p>B. Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).</p> <p>C. Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p> <p>D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p> <p>E. Interpret and use various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>F. Apply the process of criticism to identify characteristics among works in the arts..</p> <p>G. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's Revelations to Tchaikovsky's Swan Lake).</p>

Proposed Standard 9.3		Critical Responses
9 th Grade	10 th Grade	11 ^h Grade
<p>A. Explain and use the critical processes of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Evaluate • Form and test hypothesis • Evaluate/form judgments <p>B. Classify and dissect specific characteristics of works in the arts within each art form.</p> <p>C. Review and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p> <p>D. Investigate and experience multi-cultural works in the arts and humanities using culturally fundamental vocabulary.</p> <p>E. Examine and discuss various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>F. Apply the process of criticism to investigate meanings among works in the arts.</p> <p>G. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's Revelations to Tchaikovsky's Swan Lake).</p>	<p>A. Explain and use the critical processes of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Evaluate • Form and test hypothesis • Evaluate/form judgments <p>B. Compose and create works of art.</p> <p>C. Compose and produce works of art within different styles, forms, types and genre within art forms.</p> <p>D. Investigate and experience multi-cultural works in the arts and humanities using culturally fundamental vocabulary.</p> <p>E. Examine and discuss various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>F. Explore the changing views of the arts as related to their context.</p> <p>G. Create one's own critical position or opinion about selected works in the arts and humanities</p>	<p>A. Explain and use the critical processes of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Evaluate • Form and test hypothesis • Evaluate/form judgments <p>B. Compose and create works of art.</p> <p>C. Apply systems of classification for interpreting works in the arts.</p> <p>D. Discuss and assess works in the arts and humanities using complex cultural specific vocabulary of critical response.</p> <p>E. Examine and discuss various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>F. Explore the changing views of the arts as related to their historical context.</p> <p>G. Dispute and discuss critical positions or opinions about selected works in the arts and humanities.</p>

Proposed Standard 9.3	Critical Responses	
12 ^h Grade		
<p>A. Explain and apply the critical examination processes of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Evaluate • Form and test hypothesis • Evaluate/form judgments <p>B. Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in Woman Combing Her Hair).</p> <p>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</p> <p>D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.</p> <p>E. Examine and discuss various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>F. Analyze the process of criticism used to compare the meanings of a work in the arts in both its own and present time.</p> <p>G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p>		

Proposed Standard 9.4		Aesthetic Response
Kindergarten	1 st Grade	2 nd Grade
<p>A. Explore aesthetic responses to works in the arts and humanities.</p> <p>B. Explore how to communicate an informed individual opinion about the meaning of works in the arts and humanities.</p> <p>C. Explore and respond to various environmental settings.</p> <p>D. Explore how artists communicate ideas through works in the arts and humanities.</p>	<p>A. Verbalize aesthetic responses to works in the arts and humanities.</p> <p>B. Verbalize an informed opinion about the meaning of works in the arts and humanities.</p> <p>C. Explore and respond to works in the arts in a variety of environmental settings.</p> <p>D. Explore how artists communicate ideas through works in the arts and humanities.</p>	<p>A. Introduce and apply fundamental vocabulary of aesthetic responses to works in the arts and humanities</p> <p>B. Verbalize an informed opinion about the meaning of works in the arts and humanities.</p> <p>C. Explore and respond to works in the arts in a variety of environmental settings, and identify their differences.</p> <p>D. Identify choices made by artists to communicate ideas through works in the arts and humanities.</p>

Proposed Standard 9.4		Aesthetic Response
3 rd Grade	4 th Grade	5 th Grade
<p>A. Know how to respond to a philosophical statement about works in the arts and humanities (e.g., "Can artworks that depict or are about ugly or unpleasant things ever be beautiful?")</p> <p>B. Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).</p> <p>C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).</p> <p>D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist's interpretation through the use of classical ballet of the American West in Agnes De Mille's Rodeo).</p>	<p>A. Explore examples of symbolism in the arts and humanities.</p> <p>B. Demonstrate how to communicate an informed individual opinion about the meaning of works in the arts and humanities.</p> <p>C. Explore the attributes of various audiences' environments as they influence individual aesthetics responses.</p> <p>D. Identify elements (media, technique, form, subject matter and themes) that communicate the artist's philosophy within a work in the arts and humanities</p>	<p>A. Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).</p> <p>B. Investigate and communicate multiple philosophical views about works in the arts.</p> <p>C. Identify the attributes of various audiences' environments as they influence individual aesthetics responses (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970's).</p> <p>D. Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood)..</p>

Proposed Standard 9.4		Aesthetic Response
6 th Grade	7 th Grade	8 th Grade
<p>A. Construct and apply the use of expressive symbols that show philosophical meanings in works in the arts and humanities.</p> <p>B. Investigate and communicate multiple philosophical views about works in the arts.</p> <p>C. Identify the attributes of various audiences' environments as they influence individual aesthetics responses (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970's).</p> <p>D. Explore and explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities..</p>	<p>A. Investigate and expand examples of group and individual philosophical meanings of works in the arts and humanities.</p> <p>B. Categorize informed individual opinions about the meaning of works in the arts.</p> <p>C. Illustrate how the attributes of the audiences environment influences aesthetic responses</p> <p>D. Explore and explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities</p>	<p>A. Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussion on musical theatre versus the individual's concept of musical theatre).</p> <p>B. Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a list serve or at an artist's website).</p> <p>C. Describe how the attributes of the audiences environment influences aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's Cats).</p> <p>D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's Destructive Periods in Russia During Stalin's and Deniken's Leadership conveys her memories and emotions of a specific incident).</p>

Proposed Standard 9.4		Aesthetic Response
9 th Grade	10 th Grade	11 ^h Grade
<p>A. Differentiate between group and individual aesthetic response to a work in the arts and humanities.</p> <p>B. Investigate and communicate individual responses to works in the arts.</p> <p>C. Describe how the attributes of the audiences environment influences aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's Cats).</p> <p>D. Classify philosophical ideas generated by artists that can be conveyed through works in the arts and humanities.</p>	<p>A. Create your own aesthetic response to a work in the arts and humanities.</p> <p>B. Discuss and recognize the effects that works in the arts have on groups, individuals and the culture.</p> <p>C. Investigate and classify the attributes of various audiences environment influences aesthetic responses.</p> <p>D. Compare and contrast philosophical ideas generated by artists that can be conveyed through works in the arts and humanities</p>	<p>A. Assess one's individual response to works in the arts and humanities based one's knowledge and experience</p> <p>B. Estimate and predict the effects that works in the arts have on groups, individuals and the culture.</p> <p>C. Compare and contrast the attributes of various audiences environment as they influence individual aesthetic responses (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).</p> <p>D. Analyze a philosophical position identified in works in the arts and humanities.</p>

Proposed Standard 9.4		Aesthetic Response
12^h Grade		
<p>A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.</p> <p>B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).</p> <p>C. Compare and contrast the attributes of various audiences environment as they influence individual aesthetic responses.</p> <p>D. Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>		