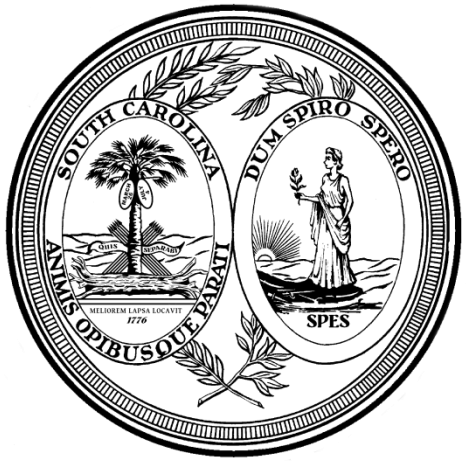
South Carolina
College- and Career-Ready Standards for
Visual and Performing Arts Proficiency



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- *South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency* was developed under the direction of Dr. Julie Fowler, Deputy Superintendent, Division of College and Career Readiness; Dr. Anne Pressley, Director, Office of Standards and Learning; and Carrie Ann Power, Education Associate, Visual and Performing Arts.
- *South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency* was reviewed by higher education faculty and a task force appointed by the South Carolina Department of Education and the ABC project, which included educators, business and community members, and higher education faculty. All feedback given by these individuals and groups were considered during the revision phase of the development process.
- The committee thanks the World Language department for guidance and support in developing a proficiency-based model for arts education.(Please see http://ed.sc.gov/instruction/standards-learning/world-languages/)
- The committee is grateful for permission to use and adapt *The National Core Arts Standards* to develop the 2017 *South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency*, referenced here as follows. National Coalition for Core Arts Standards (2014). *National Core Arts Standards.* Rights Administered by the State Education Agency Directors of Arts Education. Dover, DE, www.nationalartsstandards.org ,all rights reserved. (Additional information may be found at http://www.nationalartsstandards.org/credits#sthash.2QDgP6K2.dpuf)

South Carolina Visual and Performing Arts
Standards Development Teams

The members of the South Carolina Visual and Performing Arts Standards Development Team used recommendations from various review panels to revise the 2017*South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency*. The following individuals served on the standards writing teams.

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FREQUENTLY ASKED QUESTIONS

- **What is the purpose of the *College- and Career-Ready Standards for Visual and Performing Arts Proficiency*?**

In general, the purpose is to clarify and define a progression of learning in user-friendly language that learners can easily interpret. The standards documents help motivate learning by showing how to set achievable goals, self-assess, and chart progress by using "I can" statements. Learners take ownership of their individual artistic development. This document provides examples of learning targets that can be used regardless of age, class level, or content studied. By posting or citing daily learning targets and celebrating success, teachers can model behavior that leads students to become autonomous learners. This document provides a clearer understanding of what learners need to know to move from one level of proficiency to the next.

For learners, the purpose is to:
1. demystify learning in the arts by simplifying and clarifying the process;
2. provide clear descriptions of what can be achieved at various proficiency levels and make expectations more realistic; and
3. offer examples of small, incremental, and achievable goals that learners can use to set personal goals, self-assess, and chart their own progress.

For teachers, the purpose is to:
1. guide learning toward more functional goals;
2. provide examples of learning targets—lesson scenarios which can be used across ages, class levels, or content studied; and
3. clarify skills needed by learners move from one level to the next.

For parents, administrators, and other stakeholders, the purpose is to:
1. create user-friendly terminology for course, unit, and lesson development and
2. define exactly what is expected of learners at different levels of proficiency.

- **How do the *South Carolina Standards for Visual and Performing Arts Proficiency* align with the *Profile of the South Carolina Graduate?***

The *Profile of the South Carolina Graduate*, located at the South Carolina Department of Education website, http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/Agency%20Approved%20Profile-of-the-South-Carolina-Graduate_Updated.pdf, is described in the following graphic.

The Visual and Performing Arts standards reinforce the objectives outlined in this profile. The standards are designed to prepare South Carolina learners to meet new challenges in college and career readiness through contextual knowledge, training, and life and career skills that will create a better-prepared workforce for tomorrow (Prepared by *The South Carolina College and Career Readiness in the Arts Task Force* 2016.)

World-Class Knowledge

- ✓ The Arts teach a diverse and transferable set of learning skills.
- ✓ Arts courses enable learners to be creative in their approach to problem solving and to visualize concepts in new ways.
- ✓ Rigorous, comprehensive, and sequential arts programs based on the 2017*South Carolina Visual and Performing Arts Standards* provide a foundation for college and career opportunities.

World-Class Skills

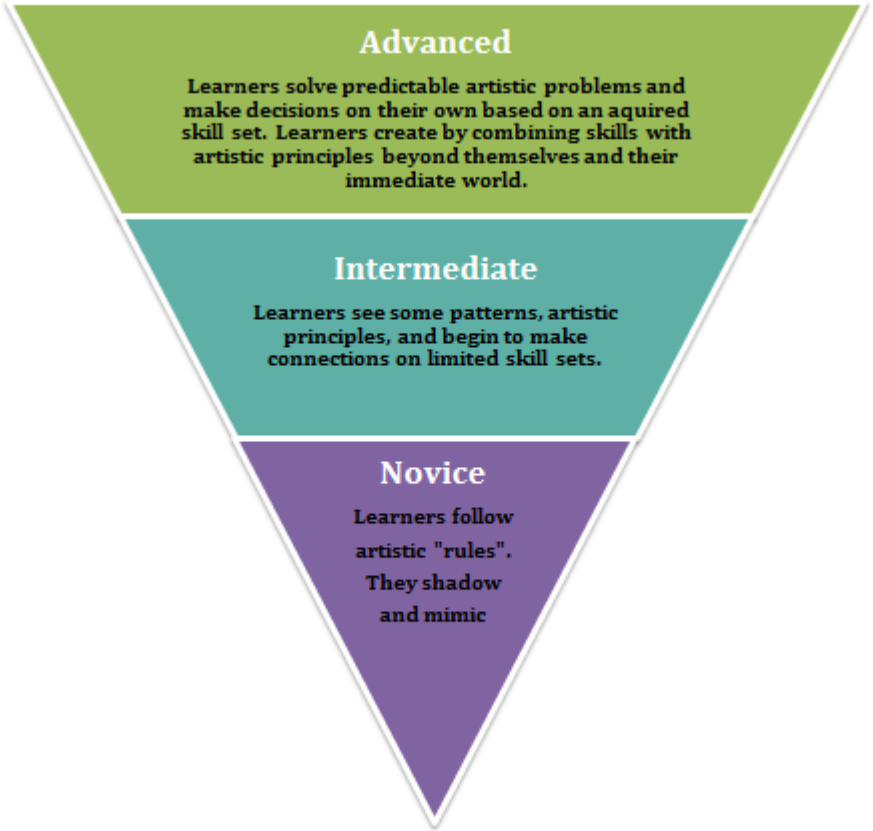
- ✓ The 2017*South Carolina Visual and Performing Arts Standards* set achievable, measurable goals to build knowledge and skills necessary to prepare learners for the future workplace.
- ✓ Artistic processes develop critical thinking and problem-solving skills as learners create, refine, and reflect on their work and the works of others.
- ✓ Through collaborative arts experiences, learners acquire skills necessary to communicate effectively as part of a team.

Life and Career Characteristics

- ✓ Learning in the arts through history and culture broadens global perspectives.
- ✓ Rigorous quality arts experiences require learners to persevere through experimentation, repetition, and mastery of their arts discipline.
- ✓ The arts require learners to be disciplined, dedicated, and demonstrate a strong worth ethic.

- **Why do the *College- and Career-Ready Standards for Visual and Performing Arts Proficiency* apply to all learners regardless of grade level?**

Learners' progress toward proficiency at different rates, and the proficiency level they reach is often determined by the amount of instructional time and courses offered in visual and performing arts. Therefore, learners at similar ages frequently demonstrate varying proficiency levels. For this reason, *College- and Career-Ready Standards for Visual and Performing Arts Proficiency* outlines the progression of learner skills, rather than grade level, which makes it easier for teachers to identify and differentiate learning for all learners. This document describes the competencies a learner should demonstrate at three levels of proficiency. The three proficiency levels used for this document, novice through advanced, are further subdivided into low, mid, and high sublevels.



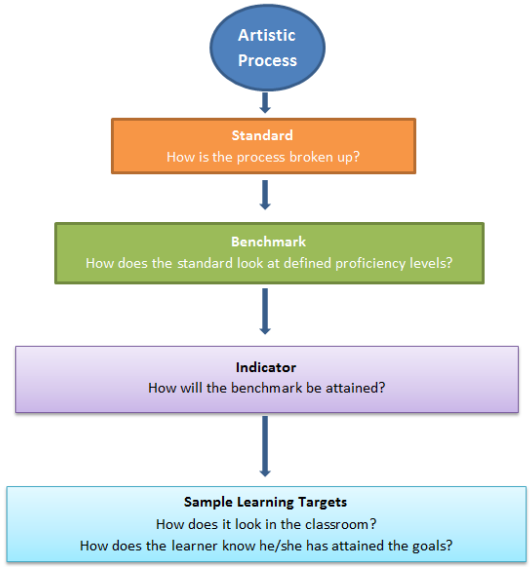
- **How are the *College- and Career-Ready Standards for Visual and Performing Arts Proficiency* organized?**

The content of the *College- and Career-Ready Standards for Visual and Performing Arts Proficiency* is organized according to the artistic processes outlined in the2014 National Core Arts Standards, which provide a unified view of the standards for all eight arts disciplines.

The artistic processes are

- creating
- producing, performing, presenting
- responding
- connecting

Each artistic process is broken down into standards that define the learning for that artistic process. Benchmarks deconstruct the standard into defined levels of proficiency to establish course learning targets. Indicators are units within the benchmarks that further clarify the learning goals within the benchmark. Sample learning targets are lesson scenarios that can be used across ages, class levels, or content studied.



DOCUMENT ORGANIZATION

Artistic Processes: Each arts content area is organized by four Artistic Processes: Creating, Performing/ Producing/ Presenting, Responding, and Connecting. Common artistic processes for all arts areas promote a common language and streamline the overall document for a uniform structure.

Each set of standards begins with an overview from Novice Low all the way to Advanced High to show how benchmarks build through defined levels of proficiency. Separate Novice, Intermediate, and Advanced charts were made to include *Sample Learning Target*s for each Indicator.

Novice, Intermediate, and Advanced with sublevels of low, mid, and high, define the levels of proficiency.

Each **Artistic Process** is broken down into **Anchor Standards**. The Anchor Standard is a broad learning goal statement which is broken into Benchmarks.

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*

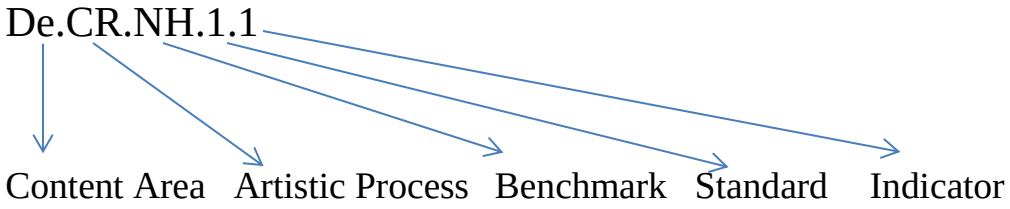
Anchor Standard 1: ***I can conceive and develop a design challenge.***

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark De.CR NL.1	Benchmark De.CR NM.1	Benchmark De.CR NH.1	Benchmark De.CR IL.1	Benchmark De.CR IM.1	Benchmark De.CR IH.1	Benchmark De.CR AL.1	Benchmark De.CR AM.1	Benchmark De.CR AH.1
		I can answer **design challenge questions**.	I can work with a **team** to answer **design challenge questions**.	I can work with a **team** from a given list to identify and describe a **design challenge** to develop.	I can work with a **team** from a given list to consider multiple **design challenges** and select one to describe.	I can work with a **team** to conceive several **design challenge** possibilities pertaining to a certain topic.	I can work with a **team** to conceive many **design challenge** possibilities.	I can work on my own to conceive many **design challenge** possibilities.
Indicator De.CR NL.1.1	Indicator De.CR NM.1.1	Indicator De.CR NH.1.1	Indicator De.CR IL.1.1	Indicator De.CR IM.1.1	Indicator De.CR IH.1.1	Indicator De.CR AL.1.1	Indi De AM	

Learner Benchmarks are broad summary statements of what learners can do at specific proficiency levels. They allow learners to chart their progress on the continuum of learning.

Learning Indicators deconstruct the benchmarks to show the range of functions that learners can expect to experience and attain.

- **What is the numbering system for the standards document?**



Numbers and Letters: De.CR.NH.1.1 = Design, Creating, Benchmark, Standard 1, Indicator 1

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*		
Anchor Standard 1: ***I can conceive and develop a design challenge.***		
Novice Low	**Novice Mid**	**Novice High**
Benchmark De.CR NL.1	Benchmark De.CR NM.1	Benchmark De.CR NH.1
I can recognize **design questions**.	I can recognize how **design questions** are used to solve problems.	I can answer **design challenge questions**.
Indicator De.CR NL.1.1	Indicator De.CR NM.1.1	Indicator De.CR NH.1.1
I can answer the **design challenge questions** who, what, and where, in order to define the **design challenge**.	I can answer the **design challenge questions** who, what, when, and where in order to define the **design challenge**.	I can answer the **design challenge questions** who, what, when, where, why, [illegible] order to define the **design chall**
Sample Learning Targets • I can answer "who" the **design challenge** impacts. • I can answer "what" the **design challenge** is for. • I can answer "where" the **design challenge** will be impacted.	***Sample Learning Targets*** • I can answer "when" the **design challenge** will occur. • I can use **design** questions to recognize how to define a **design challenge**. • I can…	***Sample Learning Targets*** • I can answer "why" the **challenge** is needed. • I can answer "how" the **challenge** will be imple • I can…

Novice, Intermediate, and Advanced charts were made to include *Sample Learning Target*s for each Indicator.

***Sample Learning Target*s** are specific *examples* of functional goals tied to a unit or lesson. Learning targets are specific, measurable, attainable, relevant, and time-bound (SMART).

Each series of ***Sample Learning Target*s** includes a blank "I can" statement as a reminder that learners and teachers can customize targets to meet individual needs.

- **How will the South Carolina Standard for *College- and Career-Ready Standards for Visual and Performing Arts Proficiency* be used?**

Districts, schools, programs, and independent learners will:

- create long-range program proficiency goals which reflect of a shared vision;
- identify proficiency benchmarks for assessment at designated intervals; and
- develop a plan to support learners in meeting identified proficiency benchmarks.

- **How will teachers use the *College- and Career-Ready Standards for Visual and Performing Arts Proficiency* to plan?**

To make the best use of this document, teachers will apply the principles of backward design to curriculum, unit, and lesson planning. The premise of backward design consists of three stages:

1. identify the desired results;
2. determine what evidence demonstrates that learners have achieved those results; and then
3. plan learning experiences that match (see Wiggins, G. &McTighe, J. [2005]. *Understanding by design.* [2nd ed.]New York: Pearson).

The desired results are defined as the learning benchmarks (general) and the learning indicators (specific). Learners demonstrate proficiencies through Integrated Performance Assessments (IPAs).

As teachers implement the document they use the:

- benchmark statements to establish the expectations for learner performance at the identified proficiency level;
- learning indicators to identify measurable, attainable goals; and
- sample learning targets as examples of real-world contexts that can facilitate the learning.

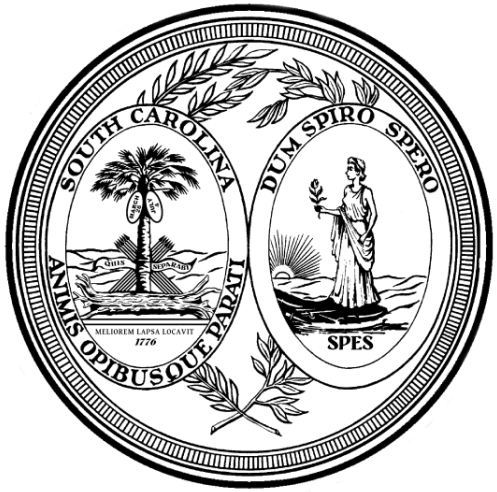
- **How do I grade with a proficiency-based system?**

In order to determine learner growth in proficiency sublevels, the grading system must reflect sustained performance of "I can" learning targets of a course to move immediately to the next level. The proficiency sublevels outline the knowledge and skills learners must demonstrate consistently and do not reflect behavior, attendance, grading on a curve, extra credit or assignments based solely on

recall or discrete-items. Grading on work habits should be a separate category and can include homework assignments, class participation, and meeting deadlines.

A proficiency-based model enables the learner and teacher to track individual progress towards standards mastery. Teachers must use pre-assessments to set initial proficiency targets and differentiate instruction for the learner. All indicators at one level of defined proficiency must be mastered before the benchmark is met.

South Carolina
College- and Career-Ready Standards for Dance Proficiency



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Dance

Introduction

In the United States, educational legislation and policy drives how Departments of Education support and sustain quality academic programs across the country. In this endeavor, academic standards have been instrumental in providing conceptual and evaluative frameworks to outline the comprehensiveness and rigor of subjects taught in K–12 education throughout the country. In accordance with this tradition, the 2017 South Carolina academic standards for Dance are based upon the four artistic processes that frame the National Core Arts Standards in Dance. In addition to identifying artistic processes as means for categorizing the content and skills at various levels of experience, learner indicators and sample learning targets provide more specific information about how students can achieve desired outcomes in dance classrooms.

Based upon data from a compilation of studies, Americans for the Arts asserts that a student who studies the arts is more likely to "stay in school, succeed in school, succeed in life, and succeed in work" (Americans for the Arts and Vans Custom Culture, 2013). Furthermore, a review of recent studies by the National Dance Education Organization entitled *Evidence: A Report on the Impact of Dance in the K-12 Setting* revealed that dance can improve student achievement, teacher satisfaction, and school culture (Bonbright and Bradley, 2013). The specific examples from across the country highlighted in this report indicate how dance positively influences teaching and learning within educational settings.

However, despite the presence of such evidence, dance, along with theatre, still remains underrepresented among other art forms across the country in K–12 education and in studies conducted by National Center for Education Statistics (Parsad and Spiegelman, 2012; Bonbright and Bradley, 2013; Americans for the Arts and Vans Custom Culture, 2013). Fortunately, dance in South Carolina maintains a greater presence in K–12 education than in other states around the country and the southeast (Parsad and Spiegelman, 2012; Cook, 2009; Bonbright and Bradley, 2013; Americans for the Arts and Vans Custom Culture, 2013). These revised academic standards in dance in our state further demonstrate that as a discrete discipline, dance contains specialized and integrated content and measurable skills that align with current educational policy and initiatives within South Carolina such as the *Profile of the South Carolina Graduate*. While primarily a tool for the dance classroom, these standards also provide teachers, school administrators, parents, and other stakeholders within the "ecosystem" of arts education with a resource for demonstrating the value of dance in education and life (Americans for the Arts and Vans Custom Culture, 2013b).

The benchmarks in the 2017 Academic Standards for Dance, which range from novice low to advanced high, appear in a sequential progression of dance content and skills that account for the fact that students across the state experience varying degrees of access to dance instruction. Dance teachers—who are held accountable for students' attainment of the dance standards—must therefore understand how the benchmarks, learner indicators, and sample learning targets provide for sequential learning within their respective environments. While the four strands of dance (performing, creating, responding, and connecting) are separated to indicate the numerous components comprised within each artistic process, the authors view artistic engagement as a fluid practice in which content and skills from each area constantly inform one another, the act of creating, and the final product that results from artistic investigation. The authors of the dance standards also approached the standards with the perspective that *all* dance forms are world dance forms and have a cultural basis that shape their evolution throughout time (Kelalinohomoku, 1983, p. 533). While acknowledging that some cultural practices might have greater prominence in our specific cultural and geographic location, the concepts and tools used to kinesthetically and cognitively understand dance can be applied universally with the assumption that they are further informed by cultural specificity. Therefore, no specific philosophy of dance is prioritized over others in this document in an effort to be inclusive of a wide range of movement practices and their corresponding contributions to history and culture. The concepts and skills within the document can be applied in numerous ways to reflect cultural traditions that exist within and outside of the classroom, students' backgrounds, and their areas of interest. Finally, these standards were written with the intention that they could be applied in any K–12 classroom across the state regardless of access to dance education and/or resources within a school environment. The primary instrument used to facilitate dance instruction is the body moving through space and time; therefore, *all* schools should be able to use this document to guide dance instruction regardless of the specialized resources within the school setting.

Schools interested in developing quality dance programs should consult Winthrop University's *Opportunity-to-Learn: Standards for Arts Education*, Arts in Basic Curriculum Project, online at http://www2.winthrop.edu/abc/learn.htm. In addition, program development recommendations can also be gleaned from the South Carolina Department of Education document *Essential Elements of a Quality Visual and Performing Arts Program*, available online at http://www.ed.sc.gov/arts

Dance Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*								
Anchor Standard 1: ***I can use movement exploration to discover and create artistic ideas and works.***								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark D.CR NL.1	Benchmark D.CR NM.1	Benchmark D.CR NH.1	Benchmark D.CR IL.1	Benchmark D.CR IM.1	Benchmark D.CR IH.1	Benchmark D.CR AL.1	Benchmark D.CR AM.1	Benchmark D.CR AH.1
I can explore and respond to one **dance element** and idea at a time.	I can explore and respond in multiple ways to more than one **dance element** and idea.	I can explore and respond in multiple ways to a variety of **dance elements** and ideas.	I can apply the **dance elements** to explore solutions to a simple movement problem.	I can develop my own solutions to a movement problem using the **dance elements.**	I can develop my own movement problem by selecting variables from the **dance elements** and **choreographic devices.**	I can **improvise** and develop solutions to my own movement problem using the **dance elements** and **choreo-graphic devices.**	I can **improvise,** develop, and reflect on my movement solutions.	I can **improvise** to develop my own movement preferences to compose and evaluate artistic ideas and works.

Indicator D.CR NL.1.1	Indicator D.CR NM.1.1	Indicator D.CR NH.1.1	Indicator D.CR IL.1.1	Indicator D.CR IM.1.1	Indicator D.CR IH.1.1	Indicator D.CR AL.1.1	Indicator D.CR AM.1.1	Indicator D.CR AH.1.1
I can move my body in different ways.	I can explore different ways to combine basic **dance elements**.	I can intentionally explore multiple **dance elements** at the same time.	I can make choices by combining and manipulating a variety of **dance elements**.	I can explore and select a solution to a given movement problem.	I can construct movement problems and solve them using the **dance elements** and **choreographic devices**.	I can develop a movement problem and manipulate the **dance elements** to explore multiple solutions using a **choreo-graphic device**.	I can develop a movement problem and evaluate the effectiveness of my solutions.	I can expand personal movement preferences to solve unexpected problems to communicate artistic intent and explain their effectiveness.
Indicator D.CR NL.1.2	Indicator D.CR NM.1.2	Indicator D.CR NH.1.2	Indicator D.CR IL.1.2	Indicator D.CR IM.1.2	Indicator D.CR IH.1.2	Indicator D.CR AL.1.2	Indicator D.CR AM.1.2	Indicator D.CR AH.1.2
I can use movement to respond to an idea.	I can use movement to respond in multiple ways to an idea.	I can explore ideas through movement and explain my choices.	I can explore a movement solution using a variety of senses, ideas, and moods.	I can use the elements of dance to develop a solution to a movement problem using a variety of senses, ideas, and moods to clarify meaning.	I can use the elements of dance to develop a composition based on a variety of senses, ideas, and moods.	I can improvise using a variety of stimuli in order to create movement phrases for **composition**.	I can improvise in response to a variety of self-identified stimuli to expand my movement vocabulary and artistic expression for a **composition.**	I can improvise movement generated from stimuli I create to discover my personal voice and communicate the artistic intent of my **composition.**

Anchor Standard 2: ***I can choreograph a dance.***								
Benchmark D.CR NL.2	Benchmark D.CR NM.2	Benchmark D.CR NH.2	Benchmark D.CR IL.2	Benchmark D.CR IM.2	Benchmark D.CR IH.2	Benchmark D.CR AL.2	Benchmark D.CR AM.2	Benchmark D.CR AH.2
I can create a **movement sequence** using literal gestures.	I can create a dance with a beginning, middle, and end using literal and **abstract** gestures.	I can create a dance that communicates an idea through the use of literal and **abstract** gestures.	I can organize and develop a dance that communicates an idea with a specific **choreographic structure.**	I can compose a dance that communicates an idea by applying **choreographic devices, structures,** and **production elements and reflect on my choices.**	I can compose and refine a dance by selecting **choreographic devices, structures,** and **production elements** to communicate my intent.	I can choreograph and refine a **dance** using a variety of **choreographic devices, structures,** and **production elements** then describe my creative process.	I can choreograph a **dance** using a variety of **choreographic devices, structures,** and **production elements** while analyzing and refining my creative process.	I can choreograph a cohesive **dance** by effectively implementing a variety of **choreographic devices, structures,** and **production elements** using reflections from previous creative processes to inform my artistic choices.

Indicator D.CR NL.2.1	Indicator D.CR NM.2.1	Indicator D.CR NH.2.1	Indicator D.CR IL.2.1	Indicator D.CR IM.2.1	Indicator D.CR IH.2.1	Indicator D.CR AL.2.1	Indicator D.CR AM.2.1	Indicator D.CR AM.2.1
I can create a simple **movement sequence** with a clear beginning and end.	I can create a movement **sequence** that has a beginning, middle, and end.	I can create a movement phrase with a beginning, middle, and end that communi-cates an idea.	I can identify and demonstrate **choreo-graphic structures** to create a **dance.**	I can use **choreo-graphic devices** and **structures** to develop a dance and reflect on my artistic choices.	I can select and apply a variety of **choreographic devices** and **structures** to create and refine a dance with a clear intent.	I can design a dance using **choreo-graphic devices** and **structures** as well as explain the reasons for my artistic choices.	I can apply and **analyze** the use of **choreo-graphic devices** and **structures** to demonstrate how they support my artistic intent.	I can apply and **analyze** the use of **choreo-graphic devices** and **structures** and use self-evaluation to revise my dance.
Indicator D.CR NL.2.2	Indicator D.CR NM.2.2	Indicator D.CR NH.2.2	Indicator D.CR IL.2.2	Indicator D.CR IM.2.2	Indicator D.CR IH.2.2	Indicator D.CR AL.2.2	Indicator D.CR AM.2.2	Indicator D.CR AH.2.2
I can create literal movement based on an emotion, idea or experience.	I can create literal movements based on emotions, ideas, or experiences and change them to **abstract movements**.	I can create literal and **abstract movements** based on emotions, ideas, and experiences.	I can create a dance that communi-cates emotions, ideas, and experiences.	I can choreograph a dance that communi-cates emotions, ideas, experiences, or images and suggest **production elements**.	I can choreograph a dance that communicates emotions, ideas, experiences, or images and apply **production elements** that clarify my intent.	I can choreograph a dance that reflects a personal choice and add **production elements** to enhance and clarify my intent.	I can choreograph a dance that reflects a personal choice, then **analyze** and justify my movement and production choices.	I can choreograph a cohesive dance that conveys meaning by evaluating and revising my movement and production choices.

Artistic Processes: Performing- *I can perform movement skills with technical proficiency and artistic expression.*								
Anchor Standard 3: I can perform movements using the dance elements.								
Benchmark D.P NL.3	Benchmark D.P NM.3	Benchmark D.P NH.3	Benchmark D.P IL.3	Benchmark D.P IM.3	Benchmark D.P IH.3	Benchmark D.P AL.3	Benchmark D.P AM.3	Benchmark D.P AH.3
I can follow movements using **the dance elements.**	I can demonstrate movements using the **dance elements.**	I can perform movements using the **dance elements.**	I can perform in response to changes in time, space, or energy/force movement qualities.	I can perform complex movements using **space**, time, and energy/force **movement qualities**.	I can perform and respond to changes in space, time, relationships, and energy/force **movement qualities** with intent.	I can perform movement sequences that demonstrate the use of space, time, relationships, and energy/force **movement qualities**.	I can perform dance phrases demonstrating increasingly complex uses of **space**, time, relationships, and energy/force **movement qualities**.	I can perform multiple complex movements demonstrating mastery of the dance elements, **space**, time, relationships and energy/force **movement qualities**.

Indicator D.P NL.3.1	Indicator D.P NM.3.1	Indicator D.P NH.3.1	Indicator D.P IL.3.1	Indicator D.P IM.3.1	Indicator D.P IH.3.1	Indicator D.P AL.3.1	Indicator D.P AM.3.1	Indicator D.P AH.3.1
I can follow pathways, **directions**, and **levels** for moving the body in **general space**.	I can demonstrate still and moving body shapes that show changes in **levels** and size.	I can perform **transition**s between shapes on different **levels** and in different **directions**.	I can perform movements that change body shapes, facings, and **pathways** in **space**.	I can perform in and through **space** with intentional choices.	I can perform shapes, and create designs in relation to others' bodies, using a variety of spatial **directions**, **pathways**, and **levels**.	I can perform designs in relation to others' bodies, while applying spatial awareness.	I can perform complex designs in relation to others' bodies while applying spatial awareness.	I can refine partner and **ensemble skills** to show spatial design with diverse air and floor **pathways**, **levels**, and patterns.
Indicator D.P NL.3.2	Indicator D.P NM.3.2	Indicator D.P NH.3.2	Indicator D.P IL.3.2	Indicator D.P IM.3.2	Indicator D.P IH.3.2	Indicator D.P AL.3.2	Indicator D.P AM.3.2	Indicator D.P AH.3.2
I can follow and match steady beat.	I can identify and match the speed of various dance movements and musical selections.	I can choose my own speed when dancing to music or accompani-ment.	I can respond to **tempo** changes as they occur in dance and music.	I can perform **movement phrase**s emphasizing changes in speed and **tempo**.	I can respond to rhythmic changes as they occur in dance and music.	I can apply syncopation and accented movements to my performance while responding to rhythmic cues.	I can perform **dance phrases** that use time and **tempo** in unpredictable ways.	I can perform a **dance work** in which I make choices about the timing and phrasing of movement in relationship to accompani-ment.

Indicator D.P NL.3.3	Indicator D.P NM.3.3	Indicator D.P NH.3.3	Indicator D.P IL.3.3	Indicator D.P IM.3.3	Indicator D.P IH.3.3	Indicator D.P AL.3.3	Indicator D.P AM.3.3	Indicator D.P AH.3.3
I can follow basic **movement qualities.**	I can demonstrate basic **movement qualities.**	I can perform simple contrasting **movement qualities** (force/ energy).	I can perform more than one **movement quality** (force/ energy) at a time.	I can choose and perform increasingly complex **movement qualities** (force/energy)	I can choose from a broad range of **movement qualities** (force/energy) to enhance my performance.	I can perform **movement sequence**s with a broad range of **movement qualities** (force/ energy).	I can perform **dance work**s with a broad range of complex **movement qualities** (force/ energy).	I can **choose movement qualities** (force/energy) to demonstrate nuance within a **dance work**.
Anchor Standard 4: I can perform movement skills and techniques.								
Benchmark D.P NL.4	Benchmark D.P NM.4	Benchmark D.P NH.4	Benchmark D.P IL.4	Benchmark D.P IM.4	Benchmark D.P IH.4	Benchmark D.P AL.4	Benchmark D.P AM.4	Benchmark D.P AH.4
I can demonstrate basic movement elements and skills.	I can demonstrate movement elements and performance skills.	I can identify and demonstrate a variety of movement elements and performance skills.	I can demonstrate dance techniques and performance skills.	I can demonstrate increasingly complex dance techniques and performance skills.	I can demonstrate complex dance techniques and performance skills.	I can perform codified dance techniques.	I can perform choreo-graphers' dance techniques.	I can accurately implement and emulate choreo-graphers' dance techniques.

Indicator D.P NL.4.1	Indicator D.P NM.4.1	Indicator D.P NH.4.1	Indicator D.P IL.4.1	Indicator D.P IM.4.1	Indicator D.P IH.4.1.IH	Indicator D.P AL.4.1	Indicator D.P AM.4.1	Indicator D.P AH.4.1
I can demonstrate basic dance steps and positions in some **genre**s or forms of dance.	I can identify and demonstrate basic dance steps and positions in some **genre**s or forms of dance.	I can identify and demonstrate dance steps, positions, and patterns in several **genre**s or forms of dance.	I can demonstrate dance steps and patterns from a variety of **genre**s or forms of dance using intentional **kinesthetic** skills.	I can demonstrate increasingly complex dance steps, concepts and intentional **kinesthetic** kills while applying feedback.	I can demonstrate complex dance combinations, concepts and intentional **kinesthetic** skills while applying feedback.	I can apply the concept of a codified technique when performing dance combinations and refine technique.	I can apply concepts of codified techniques when performing complex combinations and refine technique through teacher, self and peer evaluation.	I can embody technical dance skills when performing a variety of dance **genre**s and forms and continue to refine technique.
Indicator D.P NL.4.2	Indicator D.P NM.4.2	Indicator D.P NH.4.2	Indicator D.P IL.4.2	Indicator D.P IM.4.2	Indicator D.P IH.4.2	Indicator D.P AL.4.2	Indicator D.P AM.4.2	Indicator D.P AH.4.2
I can **replicate** a brief **movement sequence**.	I can **replicate** and memorize **movement sequence**.	I can memorize **movement sequences** created by myself and others.	I can accurately perform **movement phrases** created by myself and others.	I can memorize and perform **movement phrases** created by myself and others.	I can commit to memory and accurately perform **movement phrases** created by myself and others	I can apply technical dance skills to **replicate**, recall, and execute a **movement phrase**.	I can apply technique and artistry informed by personal performance goals.	I can embody the technical dance skills and artistry necessary to perform a **dance work** and **analyze** how these skills will contribute to my artistic growth.

Indicator D.P NL.4.3	Indicator D.P NM.4.3	Indicator D.P NH.4.3	Indicator D.P IL.4.3	Indicator D.P IM.4.3	Indicator D.P IH.4.3	Indicator D.P AL.4.3	Indicator D.P AM.4.3	Indicator D.P AH.4.3
I can maintain personal **space** while moving.	I can dance for and with others in a designated **space**.	I can dance for and with others in a **space** where audiences and performers occupy different areas.	I can dance for and with others while being aware of the **space** my body uses while performing.	I can perform with concentration, expression and spatial awareness.	I can consistently perform with concentration, expression and spatial awareness.	I can perform with a developing sense of **kinesthetic** awareness, concentration and **projection**.	I can perform with increasing **kinesthetic** awareness and concentration and **projection**.	I can perform with intentional **kinesthetic** awareness and concentration using my knowledge of technique.
Artistic Processes: Responding- *I can interpret (read) and evaluate how dance conveys meaning.*								
Anchor Standard 5: ***I can describe, analyze, and evaluate a dance.***								
Benchmark D.R NL.5	Benchmark D.R NM.5	Benchmark D.R NH.5	Benchmark D.R IL.5	Benchmark D.R IM.5	Benchmark D.R IH.5	Benchmark D.R AL.5	Benchmark D.R AM.5	Benchmark D.R AH.5
I can identify specific movements.	I can identify specific movements and share my opinion with others.	I can identify and describe patterns and explain how movement communicates an idea.	I can describe Character-istics in a dance and interpret the meaning of the movement.	I can **analyze** artistic choices and discuss the interpreted meaning in a dance.	I can **analyze** artistic differences, and discuss the meaning among **genre**s and styles of dance.	I can analyze and discuss the meaning and purpose in a variety of **dances.**	I can **analyze** the meaning and intent in order to evaluate a variety of **dances** and recommend revisions.	I can evaluate my interpretation of diverse dances considering context and bias.

Indicator D.R NL.5.1	Indicator D.R NM.5.1	Indicator D.R NH.5.1	Indicator D.R IL.5.1	Indicator D.R IM.5.1	Indicator D.R IH.5.1	Indicator D.R AL.5.1	Indicator D.R AM.5.1	Indicator D.R AH.5.1
I can identify basic **dance elements** performed by others or myself.	I can describe a few of the **movement qualities** and basic **dance elements** in a sequence performed by others or myself.	I can identify and describe **movement qualities** and patterns in a dance.	I can describe **movement qualities** and patterns in a dance.	I can compare and contrast **dance elements, movement qualities,** and patterns in a **dance.**	I can **analyze dance elements**, **movement qualities**, and patterns in different **genre**s and styles of dance.	I can **analyze** the organization and use of the **dance elements** in a variety of **dance.**	I can **analyze** a variety of dances and evaluate the choreographic choices.	I can evaluate the choreographic choices in a variety of **dance.**
Indicator D.R NL.5.2	Indicator D.R NM.5.2	Indicator D.R NH.5.2	Indicator D.R Il.5.2	Indicator D.R IM.5.2	Indicator D.R IH.5.2	Indicator D.R AL.5.2	Indicator D.R AM.5.2	Indicator D.R AH.5.2
I can identify and describe a movement performed by others or myself using dance vocabulary.	I can observe **choreo-graphy** and use dance vocabulary to identify the emotion or mood.	I can observe a dance and use dance vocabulary to explain its meaning.	I can select specific context clues from a dance and explain how they relate to the main idea using dance vocabulary.	I can describe how the use of **elements**, **choreo-graphic structure,** movement choices, and context communicate intent of a dance using **genre** specific dance vocabulary.	I can identify and describe how the **genre** or style contributes to the meaning of a dance.	I can **analyze** how artistic choices of the choreo-grapher contribute to the purpose of the dance.	I can evaluate how artistic choices suggest the meaning of a **dance.**	I can justify my interpretation of a **dance** based on the **dance elements**, execution of movement, performance qualities, and context.

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*								
Anchor Standard 6: ***I can examine and perform dance styles from a variety of historical periods and cultures.***								
Benchmark D.C NL.6	Benchmark D.C NM.6	Benchmark D.C NH.6	Benchmark D.C IL.6	Benchmark D.C IM.6	Benchmark D.C IH.6	Benchmark D.C AL.6	Benchmark D.C AM.6	Benchmark D.C AH.6
I can recognize that all cultures dance and explore elements specific to that culture/form.	I can identify and demonstrate movement from a culture and an historical time period.	I can demonstrate movement and make connections to multiple cultures and/or historical time periods.	I can examine and demonstrate relationships among dances from multiple cultures and/or historical time periods.	I can research a specific culture and time period and present movement ideas and works.	I can perform and modify a dance using characteristics from a culture and time period.	I can create and perform movement based on specific historical and cultural traditions.	I can create, **analyze**, and perform movement based on several historical and cultural traditions.	I can create, **analyze**, and perform movement based on multiple historical and cultural traditions and identify how they contribute to my artistic development.

Indicator D.C NL.6.1	Indicator D.C NM.6.1	Indicator D.C NH.6.1	Indicator D.C IL.6.1	Indicator D.C IM.6.1	Indicator D.C IH.6.1	Indicator D.C AL.6.1	Indicator D.C AM.6.1	Indicator D.C AH.6.1
I can demonstrate movement from a culture and time periods.	I can identify and demonstrate dance from a specific culture and time period.	I can perform a dance and relate the movement to people or the environment in which it was created.	I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	I can research the role of dance within a specific culture or historical time period and present what I discovered.	I can make changes to a dance by applying characteristics from a cultural or historical dance style.	I can explain and perform specific cultural and historical traditions and infuse these ideas into my **choreo-graphy.**	I can create or select movement based on cultural and historical traditions and infuse these ideas into my **choreo-graphy**.	I can analyze how I infused multiple cultural and historical traditions to my **choreo-graphy.**
Anchor Standard 7: ***I can relate dance to other arts disciplines, content areas, and careers.***								
Benchmark D.C NL.7	Benchmark D.C NM.7	Benchmark D.C NH.7	Benchmark D.C IL.7	Benchmark D.C IM.7	Benchmark D.C IH.7	Benchmark D.C AL.7	Benchmark D.C AM.7	Benchmark D.C AH.7
I can explore dance concepts among arts disciplines and other content areas as well as things about dance that interest me.	I can identify and demonstrate dance concepts among arts disciplines, content areas and related careers.	I can relate dance concepts to arts disciplines, other content areas, and related careers.	I can explore a range of skills shared among arts disciplines and other content areas as well as a dance career.	I can examine specific skills shared among arts disciplines and other content areas as well as a dance career.	I can **analyze** the concepts and materials used among arts disciplines and other content areas and how they are used in a dance career.	I can apply concepts among arts disciplines and other content areas to dance and **analyze** how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values and location influence dance and the need for dance related careers.	I can research and **analyze** societal, political, and cultural issues as they relate to other arts and content and apply them to my career interests.

Indicator D.C NL.7.1	Indicator D.C NM.7.1	Indicator D.C NH.7.1	Indicator D.C IL.7.1	Indicator D.C IM.7.1	Indicator D.C IH.7.1	Indicator D.C AL.7.1	Indicator D.C AM.7.1	Indicator D.C AH.7.1
I can identify a relationship between dance and another subject in my school.	I can demonstrate a relationship between dance and another subject in my school.	I can demonstrate and describe the relationship between dance and a concept from another subject in my school.	I can apply dance concepts to other arts disciplines and content areas.	I can examine the relationship between dance and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to dance.	I can explain ideas from other arts disciplines and content areas through dance.	I can analyze a dance related to content learned in other subjects and research its context.	I can **analyze** complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.
Indicator D.C NL.7.2	Indicator D.C NM.7.2	Indicator D.C NH.7.2	Indicator D.C IL.7.2	Indicator D.C IM.7.2	Indicator D.C IH.7.2	Indicator D.C AL.7.2	Indicator D.C AM.7.2	Indicator D.C AH.7.2
I can identify topics in dance that interest me.	I can identify and demonstrate the skills in dance that interest me.	I can identify specific careers in dance.	I can describe the skills needed for careers in dance.	I can identify specific skills required for various careers in dance.	I can research topics about careers in dance that interest me.	I can identify the skills, training, and education necessary to pursue a career in dance that interests me.	I can pursue opportunities that will lead me to a career in dance.	I can demonstrate skills necessary for a career in dance.

Anchor Standard 8: ***I can identify and apply healthful practices related to dance.***								
Benchmark D.C NL.8	Benchmark D.C NM.8	Benchmark D.C NH.8	Benchmark D.C IL.8	Benchmark D.C IM.8	Benchmark D.C IH.8	Benchmark D.C AL.8	Benchmark D.C AM.8	Benchmark D.C AH.8
I can identify ways to be healthy.	I can demonstrate multiple ways dance makes me healthy and strong.	I can identify and demonstrate ways dance improves my physical health.	I can describe ways that healthy living practices influence my overall health.	I can recognize and describe ways that dance improves healthy living practices and physical well-being.	I can apply healthy living practices to improve my overall health and ability to dance.	I can evaluate my healthy living practices and how these practices improve my ability to dance.	I can evaluate the effectiveness of healthy living practices and physical well-being on performance.	I can evaluate the effectiveness of healthy living practices and physical well-being of myself and others for optimal performance.
Indicator D.C NL.8.1	Indicator D.C NM.8.1	Indicator D.C NH.8.1	Indicator D.C IL.8.1	Indicator D.C IM.8.1	Indicator D.C IH.8.1	Indicator D.C AL.8.1	Indicator D.C AM.8.1	Indicator D.C AH.8.1
I can identify parts of my body.	I can demonstrate movements that improve physical health.	I can identify and demonstrate movements specific to individual body parts for physical health.	I can identify anatomy and demonstrate ways that dance promotes physical fitness and safety.	I can explain and demonstrate how dance promotes physical fitness and safety, and strengthens balance and coordination.	I can describe how dance promotes physical fitness and safety, how it strengthens balance and coordination, and apply this to my dancing.	I can apply anatomical principles to my dancing and evaluate how dance promotes physical fitness, and strengthens balance and coordination.	I can evaluate my application of anatomical principles, and strength, flexibility, balance, coordination, and physical safety in performance.	I can evaluate the application of anatomical principles, strength, flexibility, balance, coordination, and physical safety in myself and others for performance.

Novice Dance Standards

Artistic Processes: Creating-*I can conceive and develop new design ideas and work.*		
Anchor Standard 1: ***I can use movement exploration to discover and create artistic ideas and works.***		
Novice Low	**Novice Mid**	**Novice High**
Benchmark D.CR NL.1	Benchmark D.CR NM.1	Benchmark D.CR NH.1
I can explore and respond to one **dance** element and idea at a time.	I can explore and respond in multiple ways to more than one **dance** element and idea.	I can explore and respond in multiple ways to a variety of **dance elements** and ideas.

Indicator D.CR NL.1.1	Indicator D.CR NM.1.1	Indicator D.CR NH.1.1
I can move my body in different ways.	I can explore different ways to combine basic **dance elements**.	I can intentionally explore multiple **dance elements** at the same time.
Sample Learning Targets • I can explore **locomotor movement**s like run, skip, jump, crawl... • I can explore non**locomotor movement**s like shake, bend, push... • I can explore **levels** like low, middle, and high. • I can explore shapes like curved, twisted, angular… • I can...	***Sample Learning Targets*** • I can explore walking and **swinging** movements at the same time. • I can explore walking backwards in a curved pathway. • I can explore curved shapes on a high level. • I can...	***Sample Learning Targets*** • I can explore **transition**s between twisted shapes performed at a high level. • I can walk backwards at high and low **levels**. • I can explore jumping lightly. • I can...

Indicator D.CR NL.1.2	Indicator D.CR NM.1.2	Indicator D.CR NH.1.2
I can use movement to respond to an idea.	I can use movement to respond in multiple ways to an idea.	I can explore ideas through movement inspired by ideas and explain my choices.
Sample Learning Targets • I can explore movement based on rock-n-roll, world, **classical**, jazz, **swing**, and hip hop music. • I can explore movement based on the qualities of water (takes on size of container, pours, pools, flows, sloshes, drips, splashes, etc.). • I can explore movement based on how an animal moves, such as a snake slithering and a frog jumping. • I can...	***Sample Learning Targets*** • I can explore movement based on music/sound, symbols or images. • I can explore the movement of the bodies of water (river, lake, ocean) with a partner. • I can explore slithering on the three **levels**, while traveling and staying in one spot. • I can...	***Sample Learning Targets*** • I can explore movement in response to a poem and explain how the movements relate to the words of the poem. • I can explore movement in response to the textures of things (for example, feathers, bubbles, rocks) and explain why I chose to move that way. • I can explore movement based on a photograph and explain why I chose to move that way. • I can…

Anchor Standard 2: ***I can choreograph a dance.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark D.CR NL.2	Benchmark D.CR NM.2	Benchmark D.CR NH.2
I can create a **movement sequence** using literal gestures.	I can create a dance with a beginning, middle, and end using literal and **abstract** gestures.	I can create a dance that communicates an idea using literal and **abstract** gestures.
Indicator D.CR NL.2.1	Indicator D.CR NM.2.1	Indicator D.CR NH.2.1
I can create a simple **movement sequence** with a clear beginning and end.	I can create a **movement sequence** that has a beginning, middle, and end.	I can create a movement **phrase** with a beginning, middle, and end that communicates an idea.
Sample Learning Targets • I can create a dance about getting ready in the morning. • I can create a dance that has a beginning shape and an ending shape. • I can create a dance that has an entrance and exit. • I can...	***Sample Learning Targets*** • I can create a dance with a beginning shape, middle gesture and ending shape. • I can create a dance about being cold and use another part of my body to show shivering. • I can create a dance that links three specific movements. • I can...	***Sample Learning Targets*** • I can create a dance **phrase** about a fairytale. • I can create a dance **phrase** that has a beginning shape, middle movements, and ending shape that all relates to one animal. • I can create a dance **phrase** that has a beginning, three movements about winter activities and an ending. • I can...

Indicator D.CR NL.2.2	Indicator D.CR NM.2.2	Indicator D.CR NH.2.2
I can create literal movement based on an emotion, idea or experience.	I can create literal movements based on emotions, ideas, or experiences and change them to **abstract movements**.	I can create literal and **abstract movement** based on emotions, ideas, and experiences.
Sample Learning Targets • I can jump lightly, heavily, and loosely. • I can shake like a leaf in the wind. • I can create movements that represent a flower growing. • I can...	***Sample Learning Targets*** • I can move slowly as if I am sad and tired. • I can move across the floor like a ship sailing on the sea. • I can explore movements representing activities on a playground. • I can...	***Sample Learning Targets*** • I can create a dance about making a cake demonstrating the movement qualities of the ingredients and the mixer. • I can explore literal and **abstract movement**s about planting a flower. • I can explore movements representing a time when I was angry. • I can...

Artistic Processes: Performing- *I can perform movement skills with technical proficiency and artistic expression.*		
Anchor Standard 3: ***I can perform movements using the dance elements.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark D.P NL.3	Benchmark D.P NM.3	Benchmark D.P NH.3
I can follow movements using **the dance elements.**	I can demonstrate movements using the **dance elements.**	I can perform movements using the **dance elements.**
Indicator D.P NL.3.1	Indicator D.P NM.3.1	Indicator D.P NH.3.1
I can follow pathways, **directions**, and **levels** for moving the body in **general space**.	I can demonstrate still and moving body shapes that show changes in **levels** and size.	I can perform **transition**s between shapes on different **levels** and in different **directions**.
Sample Learning Targets • I can travel forwards and backwards. • I can travel in straight and curved **pathways**. • I can move on high, middle, and low **levels**. • I can...	***Sample Learning Targets*** • I can travel in a zigzag pathway using three different locomotor actions. • I can make different sized shapes. • I can get into a circle with others. • I can...	***Sample Learning Targets*** • I can **transition** between straight, curved, and zigzag **pathways**. • I can **transition** from movements facing downstage to upstage and identify the **transition**. • I can **transition** from low to high level smoothly and with control. • I can...

Indicator D.P NL.3.2	Indicator D.P NM.3.2	Indicator D.P NH.3.2
I can follow and match steady beat.	I can identify and match the speed of various dance movements and musical selections.	I can choose my own speed when dancing to music or accompaniment.
Sample Learning Targets • I can identify and clap to a steady beat. • I can identify and keep time by nodding my head to a steady beat. • I can dance in and through **space** to a steady beat. • I can…	***Sample Learning Targets*** • I can identify fast and slow music. • I can move quickly in time to the music. • I can move slowly with the music. • I can…	***Sample Learning Targets*** • I can move my arms with and against the **tempo** of a beat. • I can move out of time to the accompaniment and then move with it. • I can perform movements at my own timing. • I can...

Indicator D.P NL.3.3	Indicator D.P NM.3.3	Indicator D.P NH.3.3
I can follow basic **movement qualities.**	I can demonstrate basic **movement qualities.**	I can perform simple contrasting **movement qualities** (force/energy).
Sample Learning Targets • I can copy a sharp movement. • I can mirror a **swinging** movement. • I can copy a smooth movement. • I can...	***Sample Learning Targets*** • I can demonstrate a twisting movement. • I can demonstrate a rolling movement. • I can demonstrate a light movement. • I can...	***Sample Learning Targets*** • I can perform sharp movements and then perform smooth movements. • I can change between heavy and light movements. • I can change between free flow and **bound** movements. • I can...
Anchor Standard 4: ***I can perform movement skills and techniques.***		
Novice Low	**Novice Mid**	**Novice High**
Benchmark D.P NL.4	Benchmark D.P NM.4	Benchmark D.P NH.4
I can demonstrate basic movement elements and skills.	I can demonstrate movement elements and performance skills.	I can identify and demonstrate a variety of movement elements and performance skills.

Indicator D.P NL.4.1	Indicator D.P NM.4.1	Indicator D.P NH.4.1
I can demonstrate basic dance steps and positions in some **genre**s or forms of dance.	I can identify and demonstrate basic dance steps and positions in some **genre**s or forms of dance.	I can identify and demonstrate dance steps, positions, and patterns in several **genre**s or forms of dance.
Sample Learning Targets • I can jump. • I can gallop. • I can perform body isolations. • I can...	***Sample Learning Targets*** • I can perform center work. • I can balance on one leg. • I can skip. • I can...	***Sample Learning Targets*** • I can perform a counter balance with a partner. • I can perform first position, plié, and relevé. • I can maintain proper body alignment while standing. • I can...
Indicator D.P NL.4.2	Indicator D.P NM.4.2	Indicator D.P NH.4.2
I can **replicate** a brief **movement sequence**.	I can **replicate** and memorize a **movement sequence**.	I can memorize **movement sequences** created by others and myself.
Sample Learning Targets • I can copy my teacher's movements. • I can mirror a partner. • I can shadow a partner. • I can…	***Sample Learning Targets*** • I can copy and perform movements. • I can create and perform a shape dance with my partner. • I can memorize a 24-count **phrase**. • I can...	***Sample Learning Targets*** • I can copy movements of teacher and peers. • I can perform a short dance that my group and I created. • I can make a dance sequence with my group and then vary something in the sequence. • I can...

Indicator D.P NL.4.3	Indicator D.P NM.4.3	Indicator D.P NH.4.3
I can maintain personal **space** while moving.	I can dance for and with others in a designated **space**.	I can dance for and with others in a **space** where audiences and performers occupy different areas.
Sample Learning Targets • I can create a shape and have others walk around me (shape museum) • I can dance in my spot. • I can dance without bumping into other dancers or objects. • I can...	***Sample Learning Targets*** • I can perform a dance sequence in place while my peers watch. • I can perform a dance sequence through **space** while my peers watch. • I can dance with a small group and stay aware of where I am in **space** and in relation to others. • I can...	***Sample Learning Targets*** • I can dance on a stage while the audience in front. • I can dance on one side of the gym while the audience sits on the other side. • I can perform with the audience surrounding me. • I can...

Artistic Processes: Responding- *I can interpret (read) and evaluate how dance conveys meaning.*		
Anchor Standard 5: ***I can describe, analyze, and evaluate a dance.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark D.R NL.5	Benchmark D.R NM.5	Benchmark D.R NH.5
I can identify specific movements.	I can identify specific movements and share my opinion with others	I can identify and describe patterns and explain how movement communicates an idea.
Indicator D.R NL.5.1	Indicator D.R NM.5.1	Indicator D.R NH.5.1
I can identify basic **dance elements** performed by others or myself.	I can describe a few of the **movement qualities** and basic dance elements in a sequence performed by others or myself.	I can identify and describe **movement qualities** and patterns in a dance.
Sample Learning Targets • I can identify that the dancers are making curved shapes. • I can see dancers moving fast and slow. • I can see dancers dancing in and through **space**. • I can...	***Sample Learning Targets*** • I can describe the way dancers make shapes on high and low **levels**. • I can describe how dancers use sharp movements. • I can watch recordings of my dance to see that I moved in curved **pathways**.	***Sample Learning Targets*** • I can see that the dancers are moving in an up, up, down, down pattern. • I can identify every time the dancers perform a smooth movement. • I can describe the pattern in a **folk dance**. • I can...

Indicator D.R NL.5.2	Indicator D.R NM.5.2	Indicator D.R NH.5.2
I can identify and describe a movement performed by others or myself using dance vocabulary.	I can observe **choreography** and use dance vocabulary to identify the emotion or mood.	I can observe a dance and use dance vocabulary to explain its meaning.
Sample Learning Targets • I can recognize dancers stomping loudly. • I can see a dancer is moving his/her arms and legs in unison on a low level. • I can...	***Sample Learning Targets*** • I can demonstrate a shape that expresses a feeling. • I can see a dancer is angry and say which movements show anger. • I can...	***Sample Learning Targets*** • I can see a dancer is excited because she is jumping and reaching her arms. • I can see the dancers are friends because they are holding hands in a circle. • I can...
Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*		
Anchor Standard 6: ***I can examine and perform dance styles from a variety of historical periods and cultures.***		
Novice Low	**Novice Mid**	**Novice High**
Benchmark D.C NL.6	Benchmark D.C NM.6	Benchmark D.C NH.6
I can recognize that all cultures dance and explore elements specific to that culture/form.	I can identify and demonstrate movement from a culture and an historical time period.	I can demonstrate movement and make connections to multiple cultures and/or historical time periods.

Indicator D.C NL.6.1	Indicator D.C NM.6.1	Indicator D.C NH.6.1
I can demonstrate movement from a culture and time periods.	I can identify and demonstrate dance from a specific culture and time period.	I can perform a dance and relate the movement to people or the environment in which it was created.
Sample Learning Targets • I can recognize and use movements from the 1920s. • I can recognize and perform a popular **social dance**. • I can recognize movements from home or at school and perform these for others. • I can...	***Sample Learning Targets*** • I can identify and demonstrate the Tanko Bushi. • I can identify and demonstrate movement from the Colonial era. • I can...	***Sample Learning Targets*** • I can perform Les Saluts from Canada and describe it as a welcome dance. • I can perform the Virginia Reel and relate it to colonial times. • I can...
Anchor Standard 7: ***I can relate dance to other arts disciplines, content areas, and careers.***		
Novice Low	**Novice Mid**	**Novice High**
Benchmark D.C NL.7	Benchmark D.C NM.7	Benchmark D.C NH.7
I can explore dance concepts among arts disciplines and other content areas as well as things about dance that interest me.	I can identify and demonstrate dance concepts among arts disciplines, content areas and related careers.	I can relate dance concepts to arts disciplines, other content areas, and related careers.

Indicator D.C NL.7.1	Indicator D.C NM.7.1	Indicator D.C NH.7.1
I can identify a relationship between dance and another subject in my school.	I can demonstrate a relationship between dance and another subject in my school.	I can demonstrate and describe the relationship between dance and a concept from another subject in my school.
Sample Learning Targets • I can see how rhythm is used in music and dance. • I can see a dance that changes level and relate it to a flower growing. • I can make shapes with my body that connects to what I learned in math. • I can...	***Sample Learning Targets*** • I can show with my body how the planets revolve around the sun. • I can create a dance based on the water cycle. • I can see how mimes use their bodies in similar ways as a dancer. • I can...	***Sample Learning Targets*** • I can connect the pattern of a simple essay (thesis, body, conclusion) and describe how the format matches the pattern in a dance **phrase**. • I can make a map and then use the map to create a dance based on shape and pathway. • I can observe a piece of art and make a dance based on my observations. • I can...

Indicator D.C NL.7.2	Indicator D.C NM.7.2	Indicator D.C NH.7.2
I can identify topics in dance that interest me.	I can identify and demonstrate the skills in dance that interest me.	I can identify specific careers in dance.
Sample Learning Targets • I can identify dance styles that interest me. • I can identify dance steps that I like. • I can identify the movements I like to make. • I can...	***Sample Learning Targets*** • I can identify how dance costumes are designed and unique to the style of dance. • I can identify that I like to create dances and demonstrate my ability to choreograph a dance. • I can…	***Sample Learning Targets*** • I can name notable choreographers who do not perform in their **dance work**s. • I can create a list of production careers. • I can…

Anchor Standard 8: ***I can identify and apply healthful practices related to dance.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark D.C NL.8	Benchmark D.C NM.8	Benchmark D.C NH.8
I can identify ways to be healthy.	I can demonstrate multiple ways dance makes me healthy and strong.	I can identify and demonstrate ways dance improves my physical health.
Indicator D.C NL.8.1	Indicator D.C NM.8.1	Indicator D.C NH.8.1
I can identify parts of my body.	I can demonstrate movements that improve physical health.	I can identify and demonstrate movements specific to individual body parts for physical health.
Sample Learning Targets • I can recognize and move my upper and lower body. • I can move my arms over my head. • I can recognize and move one side of my body at a time. • I can...	***Sample Learning Targets*** • I can move to strengthen my muscles. • I can stretch safely to improve my flexibility. • I can warm -up safely to prepare my body for movement. • I can...	***Sample Learning Targets*** • I can design a warm up to prepare the body for movement. • I can identify and use my abdominal muscles while dancing. • I can move in ways that raise my heart rate. • I can...

Intermediate Dance Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*		
Anchor Standard 1: ***I can use movement exploration to discover and create artistic ideas and works*****.**		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark D.CR IL.1	Benchmark D.CR IM.1	Benchmark D.CR IH.1
I can apply the **dance elements** to explore solutions to a simple movement problem.	I can develop my own solutions to a movement problem using the **dance elements**.	I can develop my own movement problem by selecting variables from the **dance elements** and **choreographic device**s.

Indicator D.CR IL.1.1	Indicator D.CR IM.1.1	Indicator D.CR IH.1.1
I can make choices by combining and manipulating a variety of **dance elements**.	I can explore and select a solution to a given movement problem.	I can construct movement problems and solve them using the **dance elements** and **choreographic device**s.
Sample Learning Targets • I can create complex **transition**s between shapes on low, middle, and high **levels**. • I can explore skipping, galloping, and sliding while moving on different **levels** and in a curved pathway. • I can wiggle, stretch, and bend within the negative **space** of my partner's shape. • I can...	***Sample Learning Targets*** • I can explore different **levels** to demonstrate the concept of **space** when **general space** is limited. • I can take a list of the **dance elements** and create a **composition**. • I can explore different **pathways** to move around other dancers. • I can…	***Sample Learning Targets*** • I can create a movement problem based on the **space dance** Element. • I can create a movement problem using **fragmentation**, **diminution**, repetition, and/or additional **choreographic device**s. • I can….

Indicator D.CR IL.1.2	Indicator D.CR IM.1.2	Indicator D.CR IH.1.2
I can explore a movement solution using a variety of senses, ideas, and moods.	I can use the elements of dance to develop a solution to a movement problem using a variety of senses, ideas, and moods to clarify meaning.	I can use the elements of dance to develop a composition based on a variety of senses, ideas, and moods.
Sample Learning Targets • I can explore movement inspired by a quote and suggest appropriate formations and spacing. • I can explore movement inspired by a current event and suggest appropriate energy/force to enhance the meaning. • I can…	***Sample Learning Targets*** • I can explore with different movements based on a music choice. • I can explore movement based on elements of nature that appeal to me. • I can choose a piece of art and explore movement based on the line, shape, texture and color. • I can...	***Sample Learning Targets*** • I can use the dance elements to create a composition in complete silence. • I can create a composition in response to another dance. • I can create a composition based on the characteristics of fabric moving through **space** while demonstrating the texture, actions, and energy/force. • I can...
Anchor Standard 2: ***I can choreograph a dance.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark D.CR IL.2	Benchmark D.CR IM.2	Benchmark D.CR IH.2
I can organize and develop a dance that communicates an idea with a specific **choreographic structure.**	I can compose a dance that communicates an idea by applying **choreographic devices, structures,** and **production elements and reflect on my choices.**	I can compose and refine a dance by selecting **choreographic devices, structures,** and **production elements** to communicate my intent.

Indicator D.CR IL.2.1	Indicator D.CR IM.2.1	Indicator D.CR IH.2.1
I can identify and demonstrate **choreographic structures** to create a **dance.**	I can use **choreographic devices** and **structures** to develop a dance and reflect on my artistic choices.	I can select and apply a variety of **choreographic device**s and structures to create and refine a dance with a clear intent.
Sample Learning Targets • I can identify dances that use **ABA** choreographic structure and apply it to my **choreography**. • I can explore the difference between dancing in unison versus in **canon**. • I can identify dances and explore movements that use the call and response choreographic structure.	***Sample Learning Targets*** • I can create a dance that uses retrograde. • I can create a dance and then change it by adding **diminution** and accumulation. • I can choreograph a dance **phrase** that has one theme that I vary through manipulation. • I can...	***Sample Learning Targets*** • I can create a dance using contrasts to develop extensions of the movement developed while maintaining my intent. • I can choose among the **choreographic structures** for my own dance. • I can create a dance and **manipulate** it through **augmentation**. • I can...

Indicator D.CR IL.2.2	Indicator D.CR IM.2.2	Indicator D.CR IH.2.2
I can create a dance that communicates emotions, ideas, and experiences.	I can choreograph a dance that communicates emotions, ideas, experiences, or images and suggest **production elements**.	I can choreograph a dance that communicates emotions, ideas, experiences, or images and apply **production elements** that clarify my intent.
Sample Learning Targets • I can create a dance about my morning routine. • I can create a dance about my family. I can create a dance based on my after school activities. • I can...	***Sample Learning Targets*** • I can create a dance about my school and suggest a set to represent it. • I can videotape my **choreography** in front of a green screen and select an appropriate background that compliments the idea of the dance. • I can create a dance about my mood and suggest lighting effects that represent the mood. • I can...	***Sample Learning Targets*** • I can create a dance about illness and select costumes, which represent the emotion or story of the **choreography**. • I can choreograph a dance about bullying and apply lights, and sound (words, silence, music, hallway noise) to communicate the idea of the **choreography**. • I can edit recorded sounds to create an original sound score that intensifies the feelings of a dance I create. • I can...

Artistic Processes: Performing-*I can realize dance ideas and works through interpretation and presentation.*		
Anchor Standard 3: ***I can perform movements using the dance elements.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark D.P IL.3	Benchmark D.P IM.3	Benchmark D.P IH.3
I can perform in response to changes in time, **space**, or energy/force **movement qualities**.	I can perform complex movements using **space**, time, and energy/force **movement qualities**.	I can perform and respond to changes in **space**, time, relationships, and energy/force **movement qualities** with intent.
Indicator D.P IL.3.1	Indicator D.P IM.3.1	Indicator D.P IH.3.1
I can perform movements that change body shapes, facings, and **pathways** in **space**.	I can perform in and through **space** with intentional choices.	I can perform shapes, and create designs in relation to others' bodies, using a variety of spatial **directions**, **pathways**, and **levels**.
Sample Learning Targets • I can demonstrate the difference between circling and turning. • I can perform a shape and **manipulate** it by changing the facing and varying the energy. • I can create shapes in opposition and in unison with a partner to create symmetry. • I can...	***Sample Learning Targets*** • I can jump over my partner and create a shape with my body in the air. • I can perform positive and negative shapes with a partner. • I can travel through positive and negative **space** with others. • I can...	***Sample Learning Targets*** • I can create movements from my partner's ability to shape the **space** around movement. • I can perform **movement sequence**s in and through **space** with **transition**s into specific formations. • I can work in a group to create mechanical movements with awareness of relationships (over, under, around, through, etc.). • I can...

Indicator D.P IL.3.2	Indicator D.P IM.3.2	Indicator D.P IH.3.2
I can respond to **tempo** changes as they occur in dance and music.	I can perform **movement phrase**s emphasizing changes in speed and **tempo**.	I can respond to rhythmic changes as they occur in dance and music.
Sample Learning Targets • I can travel through **space** keeping time with **tempo** changes in a piece of music. • I can speed up or slow down my movements to match the beat or accompaniment. • I can **transition** between **levels** to match the **tempo** changes within a piece of music. • I can...	***Sample Learning Targets*** • I can perform movement in a duple and triple **meter**. • I can perform **phrase**s that have even and uneven rhythms. • I can stay in time with my group when moving in counterpoint to another group. • I can...	***Sample Learning Targets*** • I can perform movements that fill the allotted counts without rushing. • I can **manipulate** the rhythm of my movements to match the melody and rhythm of the accompaniment. • I can...

Indicator D.P IL.3.3	Indicator D.P IM.3.3	Indicator D.P IH.3.3
I can perform more than one **movement quality** (force/energy) at a time.	I can choose and perform increasingly complex **movement qualities** (force/energy).	I can choose from a broad range of **movement qualities** (force/energy) to enhance my performance.
Sample Learning Targets • I can perform sharp, heavy, and **bound** movements. • I can perform a walk as loose and smooth. • I can identify a movement as shaking and twisting and then demonstrate those movements together. • I can...	***Sample Learning Targets*** • I can choose and perform vibratory and **sustained** movements. • I can choose to perform **percussive** movements followed by **sustained** movements. • I can show the difference between **bound** and **free flowing** movements. • I can...	***Sample Learning Targets*** • I can choose to include vibratory and **percussive** movements in my performance to enhance the meaning of the dance. • I can choose to do a wring, press, flick, dab, glide, float, punch, or slash in my performance. • I can select and perform light, heavy, and strong movements in performance. • I can...

Anchor Standard 4: ***I can perform movement skills and techniques.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark D.P IL.4	Benchmark D.P IM.4	Benchmark D.P IH.4
I can demonstrate dance techniques and performance skills.	I can demonstrate increasingly complex dance techniques and performance skills.	I can demonstrate complex dance techniques and performance skills.
Indicator D.P IL.4.1	Indicator D.P IM.4.1	Indicator D.P IH.4.1.IH
I can demonstrate dance steps and patterns from a variety of **genre**s or forms of dance using intentional **kinesthetic** skills.	I can demonstrate increasingly complex dance steps, concepts and intentional **kinesthetic** kills while applying feedback.	I can demonstrate complex dance combinations, concepts and intentional **kinesthetic** skills while applying feedback.
Sample Learning Targets • I can provide support in a simple lift. • I can maintain proper body alignment while moving. • I can perform fall and recovery. • I can...	***Sample Learning Targets*** • I can travel with off-vertical head movements. . • I can balance during a rotation on one leg I can...	***Sample Learning Targets*** • I can use breath to support my movement. • I can perform multiple steps from a codified dance vocabulary. • I can perform combinations of contraction, release, fall, and recovery. • I can...

Indicator D.P IL.4.2	Indicator D.P IM.4.2	Indicator D.P IH.4.2
I can accurately perform **movement phrases** created by myself and others.	I can memorize and perform **movement phrases** created by others and myself.	I can commit to memory and accurately perform **movement phrases** created by myself and others.
Sample Learning Targets • I can perform **movement phrases** I created with a partner. • I can recall and perform a **movement phrase** I created. • I can help my partner remember our dance **phrase**. • I can...	***Sample Learning Targets*** • I can memorize and perform my own **choreography**. • I can perform the **choreography** of my peers without needing help. • I can help my group by remembering the dance **phrase**. • I can...	***Sample Learning Targets*** • I can reflect on feedback from others to inform personal dance performance goals. • I can perform **movement phrases** with ease due to rehearsals and commitment. • I can smoothly **transition** from one section to another in a performance since I know the **choreography** well. • I can...

Indicator D.P IL.4.3	Indicator D.P IM.4.3	Indicator D.P IH.4.3
I can dance for and with others while being aware of the **space** my body uses while performing.	I can perform with concentration, expression and spatial awareness.	I can consistently perform with concentration, expression and spatial awareness.
Sample Learning Targets • I can dance in formations with others. • I can perform and know where center stage is located. • I can find the positive **space** that my body is using with each shaping. • I can...	***Sample Learning Targets*** • I can demonstrate professional etiquette when performing. • I can focus on the technique of the movements while performing. • I can...	***Sample Learning Targets*** • I can perform with projected expressions that match the meaning of the **choreography**. • I can maintain my focus while performing in different locations. • I can perform without self-consciousness. • I can...

Artistic Processes: Responding- *I can interpret (read) and evaluate how dance conveys meaning.*		
Anchor Standard 5: ***I can describe, analyze, and evaluate a dance.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark D.R IL.5	Benchmark D.R IM.5	Benchmark D.R IH.5
I can describe characteristics in a dance and interpret the meaning of the movement.	I can **analyze** artistic choices and discuss the interpreted meaning in a dance.	I can **analyze** artistic differences, and discuss the meaning among **genre**s and styles of dance.
Indicator D.R IL.5.1	Indicator D.R IM.5.1	Indicator D.R IH.5.1
I can describe **movement qualities** and patterns in a dance.	I can compare and contrast **dance elements**, **movement qualities**, and patterns in a **dance.**	I can **analyze dance elements**, **movement qualities**, and patterns in different **genre**s and styles of dance.
Sample Learning Targets • I can describe how to repeat movements in a pattern and change my energy. • I can describe repeated movement patterns in a dance. • I can identify patterns of dancers skipping as they travel through **space** and explain why the choreographer chose skipping.	***Sample Learning Targets*** • I can use the **dance elements** vocabulary to compare light and heavy weight in a dance. • I can compare the performance of weight, attack, and flow in two dances. • I can...	***Sample Learning Targets*** • I can use the **dance elements** to describe how dancers use relationships such as over/under, around/through, near/far as patterns in dance. • I can use a codified movement vocabulary to **analyze** the types of turns and leaps in a dance. • I can...

Indicator D.R Il.5.2	Indicator D.R IM.5.2	Indicator D.R IH.5.2
I can select specific context clues from a dance and explain how they relate to the main idea using dance vocabulary.	I can describe how the use of **elements**, **choreographic structure**, movement choices, and context communicate intent of a dance using **genre** specific dance vocabulary.	I can identify and describe how the **genre** or style contributes to the meaning of a dance.
Sample Learning Targets • I can explain to a partner what the use of **space** communicates in a dance. • I can write a short paragraph explaining why *The Corps de Ballet* is frozen while the principal dancer is performing a solo. • I can explain how the structure of a dance contributes to its overall meaning. • I can...	***Sample Learning Targets*** • I can describe the intent of the dance by citing specific movements seen in a dance. • I can write a paragraph describing the important **dance elements** seen in a work. • I can...	***Sample Learning Targets*** • I can describe how the historical and **cultural context** of the dance affects my interpretation. • I can explain how movement choices communicate a topic of current social significance. • I can explain how lighting, costuming, props, and other scenic elements can contribute to the meaning of a dance • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*		
Anchor Standard 6: ***I can examine and perform dance styles from a variety of historical periods and cultures.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark D.C IL.6	Benchmark D.C IM.6	Benchmark D.C IH.6
I can examine and demonstrate relationships among dances from multiple cultures and/or historical time periods.	I can research a specific culture and time period and present movement ideas and works.	I can perform and modify a dance using characteristics from a culture and time period.

Indicator D.C IL.6.1	Indicator D.C IM.6.1	Indicator D.C IH.6.1
I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	I can research the role of dance within a specific culture or historical time period and present what I discovered.	I can make changes to a dance by applying characteristics from a cultural or historical dance style.
Sample Learning Targets • I can compare and contrast two circle dances from other cultures. • I can create a dance using two contrasting cultures and discuss how I decided to use each culture's characteristics. • I can compare, contrast, and discuss Baroque and Renaissance dance and create a dance inspired by these characteristics. • I can…	***Sample Learning Targets*** • I can read an informational text and present the content through movement. • I can ask and research a question about a key aspect in a dance. • I can research a historical figure in dance and create a **movement study** based on their movement. • I can...	***Sample Learning Targets*** • I can create a dance and repeat it applying the trends of another time period. • I can research the Sicilian Tarantella and modify the dance using current trends in dance. • I can use **cultural context** to change the steps of a dance. • I can…

Anchor Standard 7: ***I can relate dance to other arts disciplines, content areas, and careers.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark D.C IL.7	Benchmark D.C IM.7	Benchmark D.C IH.7
I can explore a range of skills shared among arts disciplines and other content areas as well as a dance career.	I can examine specific skills shared among arts disciplines and other content areas as well as a dance career.	I can **analyze** the concepts and materials used among arts disciplines and other content areas and how they are used in a dance career.
Indicator D.C IL.7.1	Indicator D.C IM.7.1	Indicator D.C IH.7.1
I can apply dance concepts to other arts disciplines and content areas.	I can examine the relationship between dance and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to dance.
Sample Learning Targets • I can create a dance based on a piece of creative writing and then change the dance based on feedback from my peers. • I can create a dance using the scientific method and discuss the differences. • I can compare and contrast the **dance elements** to the Elements and Principles of Art and create a dance to show the relationship. I can…	***Sample Learning Targets*** • I can compare and contrast how dance and theatre communicate a story. • I can compare and contrast the structure of a **movement sentence** to a written sentence. • I can compare a live performance to a modified version of the same dance using the slow motion app. • I can...	***Sample Learning Targets*** • I can choreograph a dance and use stop motion animation to deepen the meaning of my motion. • I can perform and record a dance in front of a green screen and use **technology** to change the background of the video to my own artwork to enhance the meaning of the dance/video. • I can research chemistry principles to create a dance based on chemical compounds and explain my choreographic choices. I can…

Indicator D.C IL.7.2	Indicator D.C IM.7.2	Indicator D.C IH.7.2
I can describe the skills needed for careers in dance.	I can identify specific skills required for various careers in dance.	I can research topics about careers in dance that interest me.
Sample Learning Targets • I can describe what a professional dancer does every day. • I can write a brief paragraph about what a choreographer does. • I can describe how to use a sound board works during a performance. • I can…	***Sample Learning Targets*** • I can describe the skills of an executive director of a dance company. • I can list specific skills needed to become a dance costume designer. • I can...	***Sample Learning Targets*** • I can research schools that offer dance degrees. • I can research a famous dancers, such as Peg Leg Bates. • I can research the qualifications for being a choreographer, a dancer, and a set designer. • I can…
Anchor Standard 8: ***I can identify and apply healthful practices related to dance.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark D.C IL.8	Benchmark D.C IM.8	Benchmark D.C IH.8
I can describe ways that healthy living practices influence my overall health.	I can recognize and describe ways that dance improves healthy living practices and physical well-being.	I can apply healthy living practices to improve my overall health and ability to dance.

Indicator D.C IL.8.1	Indicator D.C IM.8.1	Indicator D.C IH.8.1
I can identify anatomy and demonstrate ways that dance promotes physical fitness and safety.	I can explain and demonstrate how dance promotes physical fitness and safety, and strengthens balance and coordination.	I can describe how dance promotes physical fitness and safety, and how it strengthens balance and coordination and apply this to my dancing.
Sample Learning Targets • I can identify exercises that help improve strength, and flexibility. • I can identify the major muscles groups in the body. • I can dance for five minutes without stopping. • I can...	***Sample Learning Targets*** • I can explain the actions of the major muscle groups. • I can demonstrate ways to stretch after jumping. • I can research safety principles for dance. • I can...	***Sample Learning Targets*** • I can apply correct muscles to perform different dance movements. • I can practice stretching and strengthening exercises that will enhance my dancing. • I can practice cross-training with different types of exercises and different styles of dance. • I can...

Advanced Dance Standards

Artistic Processes: Creating-*I can conceive and develop new design ideas and work.*		
Anchor Standard 1: ***I can use movement exploration to discover and create artistic ideas and works.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark D.CR AL.1	Benchmark D.CR AM.1	Benchmark D.CR AH.1
I can **improvise** and develop solutions to my own movement problem using the **dance elements** and **choreographic devices.**	I can **improvise,** develop, and reflect on my movement solutions.	I can **improvise** to develop my own movement preferences to compose and evaluate artistic ideas and works.

Indicator D.CR AL.1.1	Indicator D.CR AM.1.1	Indicator D.CR AH.1.1
I can develop a movement problem and **manipulate** the **dance elements** to explore multiple solutions using a **choreographic device**.	I can develop a movement problem and evaluate the effectiveness of my solutions.	I can expand personal movement preferences to solve unexpected problems to communicate artistic intent and explain their effectiveness.
Sample Learning Targets • I can develop a movement problem based on the body and explore multiple ways to solve my problem. • I can solve the movement problem I've created by adding a **choreographic device**. • I can improvise different ways to use the **space** and select how to **manipulate** the **space** for my **choreography** • I can…	***Sample Learning Targets*** • I can invent different ways to combine the **dance elements** to solve my problem and then add a **choreographic device** to see if it's a better solution. • I can record my **improvisation** in response to my movement problem and watch my **improvisation** to see if I effectively solved the problem. • I can create my personal movement vocabulary by recognizing my movement preferences. • I can...	***Sample Learning Targets*** • I can **analyze** my **improvisation** and find which **dance elements** I tend to use the most. • I can improvise a site specific movement **composition** • I can participate in contact **improvisation** because I know my strengths and limitations. • I can...

Indicator D.CR AL.1.2	Indicator D.CR AM.1.2	Indicator D.CR AH.1.2
I can improvise using a variety of stimuli in order to create movement phrases for **composition**.	I can improvise in response to a variety of self-identified stimuli to expand my movement vocabulary and artistic expression for a **composition**.	I can improvise movement generated from stimuli I create to discover my personal voice and communicate the artistic intent of my **composition**.
Sample Learning Targets • I can improvise movements to various sounds found in nature. • I can select a monologue and improvise movements that express the main idea and the rhythm of the text. • I can improvise movements to demonstrate characteristics of an image (person coming to life, shapes, lines, or feeling of the image). • I can…	***Sample Learning Targets*** • I can create movements to a short poem and decide if I want to add music, perform it in silence, or have the poem read aloud. • I can create movements to express how current news or social events personally affect me. • I can...	***Sample Learning Targets*** • I can compose my own music and choreograph a dance based on rhythm and **tempo**. • I can write my own poetry and choreograph a dance, which reflects the mood and feeling of my text. • I can...

Anchor Standard 2: *I can choreograph a dance.*

Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark D.CR AL.2	Benchmark D.CR AM.2	Benchmark D.CR AH.2
I can choreograph and refine a **dance** using a variety of **choreographic device**s, structures, and **production elements** then describe my creative process.	I can choreograph a **dance** using a variety of **choreographic device**s, structures, and **production elements** while analyzing and refining my creative process.	I can choreograph a cohesive **dance** by effectively implementing a variety of **choreographic device**s, structures, and **production elements** using reflections from previous creative processes to inform my artistic choices.
Indicator D.CR AL.2.1	Indicator D.CR AM.2.1	Indicator D.CR AM.2.1
I can design a dance using **choreographic device**s and structures as well as explain the reasons for my artistic choices.	I can apply and **analyze** the use of **choreographic device**s and structures to demonstrate how they support my artistic intent.	I can apply and **analyze** the use of **choreographic device**s and structures and use self-evaluation to revise my dance.
Sample Learning Targets • I can create a movement motif. • I can create a dance that uses the principles of contrast and **transition**. • I can create variations of my **choreography** through **choreographic device**s and explain why I chose to **manipulate** it using these particular devices.	***Sample Learning Targets*** • I can watch my **choreography** and decide how to enhance the meaning by changing **choreographic device**s and structures. • I can **analyze** my choice to use call and response. • I can choreograph a dance and **analyze** how my chosen **choreographic structure** enhanced the overall meaning of the dance.	***Sample Learning Targets*** • I can choreograph an original work implementing my choice of **choreographic device**s. • I can select, edit, and revise the **choreographic structure** used throughout my dance based on self-reflections. • I can justify choreographic choices and explain how they are used to intensify artistic intent.

Indicator D.CR AL.2.2	Indicator D.CR AM.2.2	Indicator D.CR AH.2.2
I can choreograph a dance that reflects a personal choice and add **production elements** to enhance and clarify my intent.	I can choreograph a dance that reflects a personal choice, then **analyze** and justify my movement and production choices.	I can choreograph a cohesive dance that conveys meaning by evaluating and revising my movement and production choices.
Sample Learning Targets • I can collaborate with musicians to create a **dance work** and music score at the same time. • I can create a dance based on props that I select. • I can add my own **production elements** to a dance to communicate my ideas. • I can...	***Sample Learning Targets*** • I can choreograph a dance about an experience I have had and describe how my movement training has informed my choices. • I can use self-reflection and feedback of others to **analyze** my movement and technical choices. • I can use media technologies to record my dance and edit it to make a dance film. • I can...	***Sample Learning Targets*** • I can design lighting, costumes, props and other elements to contribute meaning. • I can describe and **analyze** the ways that I developed my **choreography**. • I can watch my **choreography** and make revisions to the final product. • I can...

Artistic Processes: Performing- *I can perform movement skills with technical proficiency and artistic expression.*		
Anchor Standard 3: ***I can perform movements using the dance elements.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark D.P AL.3	Benchmark D.P AM.3	Benchmark D.P AH.3
I can perform movement sequences that demonstrate the use of space, time, relationships, and energy/force **movement qualities**.	I can perform dance phrases demonstrating increasingly complex uses of **space**, time, relationships, and energy/force **movement qualities**.	I can perform multiple complex movements demonstrating mastery of the dance elements. **space**, time, relationships and energy/force **movement qualities**.
Indicator D.P AL.3.1	Indicator D.P AM.3.1	Indicator D.P AH.3.1
I can perform designs in relation to others' bodies, while applying spatial awareness.	I can perform complex designs in relation to others' bodies while applying spatial awareness.	I can refine partner and **ensemble skills** to show spatial design with diverse air and floor **pathways**, **levels**, and patterns.

Sample Learning Targets	***Sample Learning Targets***	***Sample Learning Targets***
• I can perform complex shapes with others while maintaining spacing and formations. • I can perform movements in opposition while maintaining an upstage position. • I can enter and exit the stage with an awareness to the design we are shaping in and through **space**. • I can…	• I can create a group shape and then **transition** out of it using a different **direction** than the dancers closest to me. • I can create a movement pattern through **space** using different **levels** and shapes. • I can combine my shape with other dancers' shapes to create a design. • I can...	• I can perform complex air patterns in direct and indirect **pathways**. • I can demonstrate a variety of **partnering** skills. • I can execute complex floor sequences with others. • I can...
Indicator D.P AL.3.2	Indicator D.P AM.3.2	Indicator D.P AH.3.2
I can apply syncopation and accented movements to my performance while responding to rhythmic cues.	I can perform **dance phrases** that use time and **tempo** in unpredictable ways.	I can perform a **dance work** in which I make choices about the timing and phrasing of movement in relationship to accompaniment.
Sample Learning Targets	***Sample Learning Targets***	***Sample Learning Targets***
• I can perform syncopation in my dancing. • I can perform a short dance sequence that has accented movements. • I can perform a dance sequence that matches the accents in a specific song. • I can…	• I can perform a dance that has unexpected accents. • I can perform a dance that has uneven musical phrasing. • I can create a **chance** dance and then vary the performance to match randomly selected accompaniment. • I can...	• I can change the timing of the dance to enhance the nuances of the movement. • I can choose to juxtapose my movement in relationship to the music to enhance the artistic intent. • I can...

Indicator D.P AL.3.3	Indicator D.P AM.3.3	Indicator D.P AH.3.3
I can perform **movement sequence**s with a broad range of **movement qualities** (force/energy).	I can perform **dance work**s with a broad range of complex **movement qualities** (force/energy).	I can **choose movement qualities** (force/energy) to demonstrate nuance within a **dance work**.
Sample Learning Targets • I can perform **movement sequence**s that include impact, impulse and **swing** dynamics. • I can perform a **movement sequence** that uses combinations of opposing **movement qualities** (force/energy) in my upper body versus my lower body. • I can perform a **movement sequence** that has quick changes in energy (force/dynamics). • I can...	***Sample Learning Targets*** • I can apply different **movement qualities** to convey a deeper meaning. • I can present and enhance complex **choreography** with emphasis on applying **movement qualities** (force/energy). • I can...	***Sample Learning Targets*** • I can perform sophisticated **dance work**s that demonstrate subtle and dramatic **movement qualities**. • I can choose and perform **movement qualities** that enhance the artistic intent of my **choreography**. • I can...

Anchor Standard 4: ***I can perform movement skills and techniques.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark D.P AL.4	Benchmark D.P AM.4	Benchmark D.P AH.4
I can perform codified dance techniques.	I can perform choreographers' dance techniques.	I can accurately implement and emulate choreographers' dance techniques.
Indicator D.P AL.4.1	Indicator D.P AM.4.1	Indicator D.P AH.4.1
I can apply the concept of a codified technique when performing dance combinations and refine technique.	I can apply concepts of codified techniques when performing complex combinations and refine technique through teacher, self and peer evaluation.	I can embody technical dance skills when performing a variety of dance **genre**s and forms and continue to refine technique.
Sample Learning Targets • I can consistently use breath to support my movements. • I can perform a ballet or modern dance sequence. • I can apply feedback to my performance of jazz dance. • I can...	***Sample Learning Targets*** • I can self-correct my body alignment while performing • I can emulate a choreographer's dance technique, such as Graham. • I can give constructive feedback to my peers. • I can...	***Sample Learning Targets*** • I can accurately perform the masterwork of a choreographer (with copyright restrictions observed). • I can self-evaluate performances. • I can perform well using the skills required for a specific technique. • I can...

Indicator D.P AL.4.2	Indicator D.P AM.4.2	Indicator D.P AH.4.2
I can apply technical dance skills to **replicate**, recall, and execute a **movement phrase**.	I can apply technique and artistry informed by personal performance goals.	I can embody the technical dance skills and artistry necessary to perform a **dance work** and **analyze** how these skills will contribute to my artistic growth.
Sample Learning Targets • I can perform **choreography** that includes several formations and level changes. • I can apply proper technique while performing. • I can articulate performance goals and justify reasons for selecting particular practice strategies in order to improve my technique. • I can…	***Sample Learning Targets*** • I can use self-correction to refine my performance. • I can use feedback from my peers to improve my performance. • I can…	***Sample Learning Targets*** • I can perform a dance with attention to technical details and fulfill artistic expression to become the character. • I can use a range of rehearsal strategies to achieve performance excellence. • I can...

Indicator D.P AL.4.3	Indicator D.P AM.4.3	Indicator D.P AH.4.3
I can perform with a developing sense of **kinesthetic** awareness, concentration and **projection**.	I can perform with increasing **kinesthetic** awareness, concentration and **projection**.	I can perform with intentional **kinesthetic** awareness and concentration using my knowledge of technique.
Sample Learning Targets • I can convert inward focus to outward focus. • I can use **projection** while I perform. • I can perform increasingly complex combinations and variations with concentration and focus. • I can...	***Sample Learning Targets*** • I can project my feelings and emotions to the audience. • I can perform complex formations with others. • I can **transition** through the **space** with focus and awareness to the **choreography**. • I can...	***Sample Learning Targets*** • I can project my energy throughout my body and into the audience. • I can choose to engage my core, lengthen my extremities, and use appropriate movement qualities called for in the piece. • I can...

Artistic Processes: Responding- *I can interpret (read) and evaluate how dance conveys meaning.*		
Anchor Standard 5: ***I can describe, analyze, and evaluate a dance.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark D.R AL.5	Benchmark D.R AM.5	Benchmark D.R AH.5
I can analyze and discuss the meaning and purpose in a variety of **dances.**	I can **analyze** the meaning and intent in order to evaluate a variety of **dances** and recommend revisions.	I can evaluate my interpretation of diverse dances considering context and bias.

Indicator D.R AL.5.1	Indicator D.R AM.5.1	Indicator D.R AH.5.1
I can **analyze** the organization and use of the **dance elements** in a variety of **dance.**	I can **analyze** a variety of dances and evaluate the choreographic choices.	I can evaluate the choreographic choices in a variety of **dance.**
Sample Learning Targets • I can compare and contrast the structure and organization in a dance created by me and a dance created by my peers. • I can **analyze** how the **dance elements** are used in ballet and jazz. • I can compare and contrast a **dance work** that I created and **analyze** the relationship among the use of elements and movement patterns. • I can...	***Sample Learning Targets*** • I can watch a performance by a renowned choreographer and **analyze** the use of shapes, level changes and movement patterns that repeat. • I can watch a **dance work** created by my peers and **analyze** the use of groupings in and through **space**. • I can watch a **dance work** that I created and **analyze** the relationships between **locomotor movement**s and non**locomotor movement**s in and through **space**. • I can...	***Sample Learning Targets*** • I can develop a set of criteria to evaluate dances. • I can watch dances and **analyze** how the use of featured dancers contributes to the structure of the dance. • I can watch recordings of my own **choreography** and **analyze** how the use of AB and **ABA** contribute to the structure of a dance. • I can...

Indicator D.R AL.5.2	Indicator D.R AM.5.2	Indicator D.R AH.5.2
I can **analyze** how artistic choices of the choreographer contribute to the purpose of the dance.	I can evaluate how artistic choices suggest the meaning of a **dance.**	I can justify my interpretation of a **dance** based on the **dance elements**, execution of movement, performance qualities, and context.
Sample Learning Targets • I can write a reflection on the purpose of a Native American intertribal dance performed during a Powwow. • I can research why other cultural dances were created. • I can describe how the social and economic issues in a time period affect the purpose of a dance.	***Sample Learning Targets*** • I can write a short essay about why *Water Study* is performed in silence. • I can research a world dance that only uses women and determine the intended meaning of the choice. • I can...	***Sample Learning Targets*** • I can make a rubric to evaluate the technique of the dancers. • I can write a short essay explaining my interpretation of a notable **dance work**. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*		
Anchor Standard 6: ***I can examine and perform dance styles from a variety of historical periods and cultures.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark D.C AL.6	Benchmark D.C AM.6	Benchmark D.C AH.6
I can create and perform movement based on specific historical and cultural traditions.	I can create, **analyze**, and perform movement based on several historical and cultural traditions.	I can create, **analyze**, and perform movement based on multiple historical and cultural traditions and identify how they contribute to my artistic development.

Indicator D.C AL.6.1	Indicator D.C AM.6.1	Indicator D.C AH.6.1
I can explain and perform specific cultural and historical traditions and infuse these ideas into my **choreography**.	I can create or select movement based on cultural and historical traditions and infuse these ideas into my **choreography**.	I can analyze how I infused multiple cultural and historical traditions to my choreography.
Sample Learning Targets • I can create and perform a dance based on the Industrial Revolution and discuss why I made specific choices. • I can create and share a dance inspired by Indian **classical** dance and explain why I made specific choices. • I can recognize historical and cultural influences in Katherine Dunham's work. • I can...	***Sample Learning Targets*** • I can watch "The Green Table" by Kurt Joos and create my own dance based on a current political issue. • I can infuse cultural and historical traditions into a dance that I create while demonstrating respect for the authenticity of the traditions. • I can research my own cultural lineage to create a dance and discuss why I made specific choices. • I can...	***Sample Learning Targets*** • I can choreograph a dance using historical concepts and discuss how these concepts reflect a specific time period. • I can **analyze** masterworks using cultural and **historical context and choreograph a dance based on this analysis**. • I can...

Anchor Standard 7: ***I can relate dance to other arts disciplines, content areas, and careers.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark D.C AL.7	Benchmark D.C AM.7	Benchmark D.C AH.7
I can apply concepts among arts disciplines and other content areas to dance and **analyze** how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values, and location influence dance and the need for dance related careers.	I can research and **analyze** societal, political, and cultural issues as they relate to other arts and content areas and apply them to my career interests.
Indicator D.C AL.7.1	Indicator D.C AM.7.1	Indicator D.C AH.7.1
I can explain ideas from other arts disciplines and content areas through dance.	I can analyze a dance that is related to content learned in other subjects and research its context.	I can **analyze** complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.
Sample Learning Targets • I can create a dance to explain the process of chemical bonding and chemical reactions. • I can use dance to illustrate concepts in science and write a reflection detailing the process. • I can...	***Sample Learning Targets*** • I can choreograph a dance based on a specific event in history and document how this event relates to my **choreography.** • I can **analyze** the relationship of the **dance elements** to the music elements using the work of a particular artist and use the analysis to choreograph a dance. • I can **analyze** architectural elements and choreograph a dance from those elements.	***Sample Learning Targets*** • I can create a dance, record it, and then edit it by changing the order of the sequence and **analyze** the changes through media arts. • I can create a dance about the patterns found in math and then **analyze** the affected formations, facings, **levels**, and actions. • I can...

Indicator D.C AL.7.2	Indicator D.C AM.7.2	Indicator D.C AH.7.2
I can identify the skills, training, and education necessary to pursue a career in dance that interests me.	I can pursue opportunities that will lead me to a career in dance.	I can demonstrate skills necessary for a career in dance.
Sample Learning Targets • I can identify college programs that offer dance performance and education degrees and identify which would fit the job that interests me. • I can write a job description for a dance therapist and identify the skills needed to apply for the position. • I can interview a dance professional to discover how he/she pursued his/her career. • I can...	***Sample Learning Targets*** • I can apply to a college that has a dance major. • I can job shadow a teacher, choreographer, or performer to gain experience of a potential career in dance. • I can recognize that dance companies have unique styles and identify which company best fits my personal style. • I can...	***Sample Learning Targets*** • I can create a cover letter and resume. • I can create a video of my dancing or **choreography** to submit for college admission or scholarship opportunities. • I can audition for a dance company. • I can...

Anchor Standard 8: *I can identify and apply healthful practices related to dance.*

Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark D.C AL.8	Benchmark D.C AM.8	Benchmark D.C AH.8
I can evaluate my healthy living practices and how these practices improve my ability to dance.	I can evaluate the effectiveness of healthy living practices and physical well-being on performance.	I can evaluate the effectiveness of healthy living practices and physical well-being of myself and others for optimal performance.

Indicator D.C AL.8.1	Indicator D.C AM.8.1	Indicator D.C AH.8.1
I can apply anatomical principles to my dancing and evaluate how dance promotes physical fitness, and strengthens balance and coordination.	I can evaluate my application of anatomical principles, and strength, flexibility, balance, coordination, and physical safety in performance.	I can evaluate the application of anatomical principles, strength, flexibility, balance, coordination, and physical safety in myself and others for optimal performance.
Sample Learning Targets • I can avoid hyperextending my knees. • I can evaluate and adjust my alignment and weight distribution in order to sustain my balance. • I can use a theraband to improve my ankle and foot strength. • I can...	***Sample Learning Targets*** • I can evaluate the effectiveness of my pirouettes by coordinating my upper and lower limbs and consistently applying correct alignment. • I can evaluate my efficiency while performing a grand battement by brushing my foot along the floor as a source of momentum. • I can use somatic practices for injury prevention and conditioning. • I can...	***Sample Learning Targets*** • I can evaluate the application of kinesiology concepts of myself and others. • I can create a rubric to evaluate my performance and the performance of others in terms of **kinesthetic** skills. • I can assess how efficiently my peers use technical skills while executing complex spatial, rhythmic and dynamic sequences to meet performance goals. • I can...

Dance Glossary

AB Two-part (binary) form; musical/dance structure in two sections each contrasting with the other.

ABA Three-part form: A = one dance phrase, B = a different dance phrase, A = the original phrase again.

Abstract Movement Movement that is not narrative. It shows the essence, or quality of an idea.

Analyze to recognize the constituent parts of something.

Augmentation A process for manipulating dance movement by making the original theme or motif larger or greater with respect to space, time, or energy.

Bound Of or pertaining to a manner of using energy that communicates a controlled intent.

Canon Any dance movement or sequence that is performed like a musical round (i.e., the original theme is imitated exactly by another person or group, each one beginning at a slightly different point in time).

Chance A choreographic process in which elements are specifically chosen and defined but randomly structured to create a dance or movement phrase. This process demands high levels of concentration in performance to deal effectively with free-association and surprise structures that appear spontaneously.

Choreographic Device Techniques used to create variations in movement that are based in **dance elements**.(e.g., fragmentation, diminution, repetition, changing a dancer's facing, etc.)

Choreographic Processes Techniques that assist choreographers in developing dance works by deliberate choice making, reflection upon the work-in-progress, and exploration and planning in reference to a specific artistic intention.

Choreographic Structures The specific compositional forms in which movement is structured to create a dance, such as theme and variation, canon, ABA, and rondo.

Choreography The steps, groupings, patterns, and other combined elements of a dance composition that are planned and performed.

Classical Dance that has been developed into highly stylized structures such as ballet, Bharatanatyam, or other classical styles within a culture. Generally developed within the court or circle of power in a society.

Composition(1) The dance-making process. (2) The end product of the process of exploring movement possibilities; experimenting with a broadly focused movement idea or concept; selecting the movement to be developed further, formulating the structure of the composition/study/phrase, clarifying or "cleaning up" the movement, rhythm, accents, pathways, and body designs so that the intent is clear; and refining the execution of the movement so that the composition can be performed consistently with finesse appropriate to the skill level of the dancer(s).

Dance Elements The building blocks of dance movement; movement of the body using space, time, and dynamics/energy.

Dance Work An organized, complete, choreographic product that can be comprehended on its own merit.

Diminution Manipulating dance movement by making the original theme or motif smaller with respect to space, time, or energy.

Direction A movement element in dance; movement forward, backward, sideward, diagonally, circularly, up, or down.

Exploration Developing or creating movement based on ideas, stimuli, or images presented by the teacher or leader.

Folk Dance The traditional dances of a given country or area that have evolved naturally and spontaneously in conjunction with everyday activities and experiences of people who developed them. Folk dances are perpetuated from generation to generation in the manner of all folk traditions—from person to person, family to family, village to village.

Fragmentation The manipulation of movement: the original movement flow is broken into irregular pieces, or *fragments*. The original movement need not be completed when fragmentation is applied as a choreographic tool.

Free Flowing Of or pertaining to a manner of using energy that communicates a released and carefree intent.

General Space An area beyond personal space that is available for movement purposes.

Genre A kind or type of dance. Each dance genre is distinguished by specific learned technique with historical, cultural, kinesiological, or entertainment values.

Improvisation Movement created spontaneously, ranging from free form to highly structured environments but always with an element of change. **Improvisation** is instant and simultaneous choreography and performance.

Kinesthetic Of or pertaining to the ability of the sensory nerve endings in one's muscles, tendons, and joints to respond to movement while one is dancing or viewing dance.

Levels The altitude of a movement or shape (high, middle, low) in relationship to its distance from the floor.

Locomotor Movement Any motion in which the feet or any other part of the body is used to carry the body from one place to another (e.g., walking, running hopping, jumping, skipping, galloping, sliding, leaping, rolling, crawling).

Manipulate To shape and reform the dance movement.

Movement Phrase A sequence of movements that are ordered based upon a preconceived choreographic intent and contains a clear beginning, middle, and end that aligns with artistic intent. A movement phrase could be compared to a paragraph of movement and would contain two or more movement sentences.

Movement Sentence A sequence of movement that contains more than simple elements in an ordered sequence but contains a clear beginning, middle, and end and movements are enhanced by the application of body, shape, energy, and/or space.

Movement Sequence A brief sequence of movements that are not necessarily ordered into a formal choreographic structure that communicates artistic intent but rather demonstrates a solution to a movement problem. A movement sequence could contain as few as two or movements.

Movement Study or **Composition** A brief choreographic product that is created in response to movement generated to fulfill a specific exploratory intent. A movement study should contain more than one phrase of movement and could be compared to a few paragraphs of movement.

Movement Qualities The essential nature and quantity of energy expended in a movement; its force or strengthened feeling; the intention toward the movement; the shadings in the amount of energy, intensity, or power; subtle variations in treatment of movement contrasts. In some models, this dance element is referred to as *dynamics* or *efforts*.

Partnering Working with another dancer to create interesting movement through lifts, guiding, and/or weight sharing.

Pathways Patterns of dance movement in and through space as in straight, zigzag, curvy, or wavy.

Percussive Movement having a beating or striking quality.

Phrase A natural grouping of movements that give a temporary feeling of completion.

Production Elements Costumes, lighting, scenery, sound, and special effects.

Projection A confident presentation of one's body and energy to communicate movement and meaning vividly to an audience. It also refers to performance quality.

Replicate Performing movement accurately while following a leader.

Social Dance Dance that appears in one's own culture; this can include courtship dances, work dances, war dances, and communal dances also known as recreational and ballroom dance. Includes such dances as waltz, foxtrot, tango, meringue, salsa, mambo, rhumba, and swing.

Space An element of dance relating to the area through and with whichthe body moves and interacts.

Sustained A manner of using energy that communicates an intent to prolong the movement being executed.

Swing/swinging A body movement that has the quality or action of the pendulum on a clock as it traces an arc like path between two points—rising, falling, rising. The rising action is increasingly sustained, and the falling action is increasingly quickened.

Technology Electronic media (such as video, camcorders, digital recorders, CD players, iPods, stage lighting and sound, still cameras, computer software and hardware, and interwrite boards) used as tools to create, learn, explain, document, analyze, and/or present dance on stage or in the classroom.

Tempo The rate of speed at which dance movement is performed.

Transition An organized connection between dance movements that maintains continuity in the dance.

Unity One of the aesthetic criteria for evaluating dance: the state or quality of a coherent series of movements; the harmonious relationship among all dance elements that contributes to the sense of completeness.

Vibratory Of or pertaining to a sharp, quick action done by moving body parts quickly back and forth or side to side. The speed of the shaking can be changed slightly, but if the action is done too slowly, the vibratory quality is lost. Body parts can shake separately or simultaneously.

Warm-up Movements and/or movement phrases designed to raise the core body temperature, move the body through a preparatory range of movement, and bring the mind into focus for the dance.

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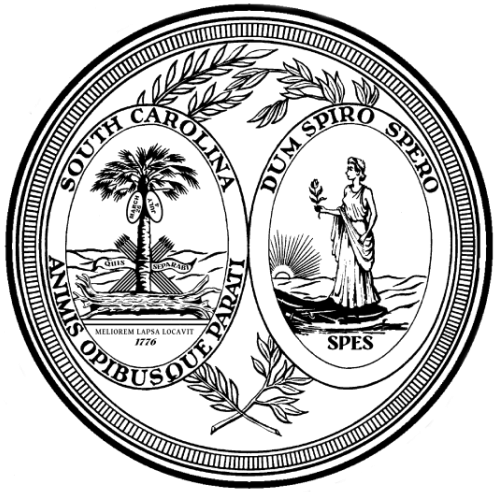

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Design

Introduction

Design is all around us and permeates every aspect of our lives. From waking up and deciding what to wear to making choices about our environment, purchases, and recreation, we interact with the work of designers. The design fields include, but are not limited to, Communication Design, Environmental Design, Experiential Design, and Object Design.

Functionality and aesthetics are two concepts that determine how we use a design and what we see in a design. For example, the science of a bridge (function) must also be aesthetically pleasing for its environment. The design process guides students to experience this interface by proceeding through a sequence of steps to find solutions for a design challenge. These steps include the following: defining the design challenge, conducting research, brainstorming solutions, constructing a prototype, presenting a design solution to a sample target group, receiving feedback, reflecting on the feedback, and making improvements on the prototype.

Students are guided through the design process to make creative and considerate decisions concerning the interaction of function and aesthetics toward constructing a well-crafted prototype. The process requires that students present their design solution/prototype, explain their thought processes, and receive feedback from stakeholders. This feedback allows students to analyze and reflect upon their work in order to make thoughtful revisions toward improvement.

The design standards are organized in steps that parallel the design process. Students move through the standards, as shaped by the design process, by working independently and collaboratively with others in order to reach an aesthetically-effective and functional outcome.

Students are immersed cognitively when involved in the design process. The use of skills such as communication, creativity, critical thinking, and problem solving are truly embodied in their work. Teaching through design reaches diverse learners who are able to approach design thinking from their own personal perspectives and abilities.

These design standards are written to be applicable across all content areas. Traditionally considered under visual arts, problem solving through design thinking may be applied to their artistic work but, just as importantly, it also may be used for project work in other disciplines. Effective practices will be employed in all student work as a result of studying the *South Carolina College and Career Ready Standards for Design Proficiency*.

Design Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*								
Anchor Standard 1: ***I can conceive and develop a design challenge.***								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark De.CR NL.1	Benchmark De.CR NM.1	Benchmark De.CR NH.1	Benchmark De.CR IL.1	Benchmark De.CR IM.1	Benchmark De.CR IH.1	Benchmark De.CR AL.1	Benchmark De.CR AM.1	Benchmark De.CR AH.1
I can recognize **design questions**.	I can recognize how **design questions** are used to solve problems.	I can answer **design challenge questions**.	I can work with a **team** to answer **design challenge questions**.	I can work with a **team** from a given list to identify and describe a **design challenge** to develop.	I can work with a **team** from a given list of **design challenges** and select one to describe.	I can work with a **team** to conceive many **design challenge** possibilities relating to a certain topic.	I can work with a **team** to conceive many **design challenge** possibilities.	I can work on my own to conceive many **design challenge** possibilities.

Indicator De.CR NL.1.1	Indicator De.CR NM.1.1	Indicator De.CR NH.1.1	Indicator De.CR IL.1.1	Indicator De.CR IM.1.1	Indicator De.CR IH.1.1	Indicator De.CR AL.1.1	Indicator De.CR AM.1.1	Indicator De.CR AH.1.1
I can answer the **design challenge questions** who, what, and where, in order to **define** the **design challenge**.	I can answer the **design challenge questions** who, what, when, and where in order to **define** the **design challenge**.	I can answer the **design challenge questions** who, what, when, where, why, and how in order to **define** the **design challenge**.	I can work with a **team** to answer the **design challenge questions** who, what, when, where, why, and how to **define** the **design challenge**.	I can work with a **team** to select a **design challenge** from a given list using criteria to answer the **design challenge questions** and **define** the challenge.	I can work in a **team** to discuss **design challenges** from a given list and select one to **define** from answers to the design challenge questions.	I can work with a **team** using **design thinking strategies** to list several **design challenge** possibilities and prioritize to select one to **define**.	I can work with a **team** using **design thinking strategies** to list many **design challenge** possibilities and prioritize to select one to **define**.	I can use **design thinking strategies** to list many **design challenge** possibilities and prioritize to select one to **define**.
Anchor Standard 2: ***I can research to explore and identify aspects of the design challenge.***								
Benchmark De.CR NL.2	Benchmark De.CR NM.2	Benchmark De.CR NH.2	Benchmark De.CR IL.2	Benchmark De.CR IM.2	Benchmark De.CR IH.2	Benchmark De.CR AL.2	Benchmark De.CR AM.2	Benchmark De.CR AH.2
I can recognize **research** methods.	I can recognize how **research** is used to solve a **design problem.**	I can apply **research** methods.	I can work with a **team** to **research aspects** of the **design challenge**.	I can work with a **team** to **research** and describe **aspects** of the **design challenge.**	I can work with a **team** to explain why researched **aspects** of the **design challenge** are needed.	I can work with a **team** to analyze the **aspects** of the **design challenge.**	I can work independently or with a **team** to evaluate the parts of the **design challenge.**	I can lead a discussion to evaluate the parts of the **design challenge.**

Indicator De.CR NL.2.1	Indicator De.CR NM.2.1	Indicator De.CR NH.2.1	Indicator De.CR IL.2.1	Indicator De.CR IM.2.1	Indicator De.CR IH.2.1	Indicator De.CR AL.2.1	Indicator De.CR AM.2.1	Indicator De.CR AH.2.1
I can use a **research** method to investigate the **design challenge.**	I can use **research** methods to investigate the **design challenge**.	I can use a variety of methods to investigate the **design challenge**.	I can work with a **team** to identify necessary information for the **design challenge**.	I can communicate my **research** to the **team**.	I can work with a **team** to prioritize **research** from the individual **team** members.	I can examine my **research** and report the connections of that information with the **team**.	I can work with a **team** to determine the importance of the **research** from the **team** members.	I can guide my **team** in determining the importance of the **research** from the **team** members.
Anchor Standard 3: ***I can select and create possible solutions to the design challenge.***								
Benchmark De.CR NL.3	Benchmark De.CR NM.3	Benchmark De.CR NH.3	Benchmark De.CR IL.3	Benchmark De.CR IM.3	Benchmark De.CR IH.3	Benchmark De.CR AL.3	Benchmark De.CR AM.3	Benchmark De.CR AH.3
I can recognize **design thinking**.	I can recognize how **design thinking** is used to solve a **design** problem.	I can apply **design thinking strategies.**	I can work with a **team** using **design thinking strategies** to generate ideas for **design solutions** to the challenge.	I can work with a **team** using **design thinking strategies** to generate some usable **design solutions** to the challenge.	I can work with a **team** using **design thinking strategies** to generate many usable **design solutions** to the challenge.	I can work with a **team** to analyze usable **design solutions** to the challenge.	I can work independentl y or with a **team** to evaluate the usable **design solutions** to the challenge.	I can lead a discussion to evaluate the usable **design solutions** to the challenge.

Indicator De.CR NL.3.1	Indicator De.CR NM.3.1	Indicator De.CR NH.3.1	Indicator De.CR IL.3.1	Indicator De.CR IM.3.1	Indicator De.CR IH.3.1	Indicator De.CR AL.3.1	Indicator De.CR AM.3.1	Indicator De.CR AH.3.1
I can use a **design thinking strategy** to list possible **design solutions** to the challenge.	I can use more than one **design thinking strategy** to list possible **design solutions** to the challenge.	I can use a variety of **design thinking strategies** to list possible **design solutions** to the challenge.	I can work with a **team** using a variety of **design thinking strategies** to list possible **design solutions** without judgement.	I can work with a **team** to turn ideas into possible **design solution** concepts.	I can work with a **team** to determine which **design solutions** effectively meet the challenge criteria.	I can examine, discuss, and select possible **design solutions** to best address the challenge.	I can work with a **team** to develop criteria to determine the value of the usable **design solutions** to the challenge.	I can guide my **team** in determining the value of the usable **design solutions** to the challenge.
Anchor Standard 4: ***I can create an original prototype.***								
Benchmark De.CR NL.4	Benchmark De.CR NM.4	Benchmark De.CR NH.4	Benchmark De.CR IL.4	Benchmark De.CR IM.4	Benchmark De.CR IH.4	Benchmark De.CR AL.4	Benchmark De.CR AM.4	Benchmark De.CR AH.4
I can recognize a **prototype**.	I can recognize how a **prototype** is used to solve a **design challenge**.	I can explore materials, **techniques** and processes to create a **prototype**.	I can work with a **team** to make a **prototype** that represents a solution to a **design challenge**.	I can work with a **team** to make multiple **prototype**s that represent various solutions to a **design challenge**.	I can work with a **team** to create a **prototype** to solve a **design challenge**.	I can work with a **team** to create a **prototype** that solves multiple **aspects** of a **design challenge.**	I can work with a **team** to create a **prototype** that solves all **aspects** of a **design challenge** functionally and aesthetically.	I can use sophisticated materials, **techniques,** and processes to create the most viable **prototype**.

Indicator De.CR NL.4.1	Indicator De.CR NM.4.1	Indicator De.CR NH.4.1	Indicator De.CR IL.4.1	Indicator De.CR IM.4.1	Indicator De.CR IH.4.1	Indicator De.CR AL.4.1	Indicator De.CR AM.4.1	Indicator De.CR AH.4.1
I can explore using **physical models**, **space models**, interactions, and storytelling as **prototype**s.	I can use strategies to create a two-dimensional drawing or a three-dimensional model of a **design solution**.	I can use basic materials and **techniques** to develop a model of my **design** ideas.	I can work with a **team** to make a **prototype** to experience the **design challenge** criteria.	I can work with a **team** to make **prototypes** to experience the **design challenge** criteria.	I can work with a **team** to make a **prototype** that addresses **functional aspects** and **aesthetics**.	I can work with a **team** to select materials, **techniques**, and processes to create a **prototype**.	I can work with a **team** to select and apply the best materials, **techniques**, and processes to create a **prototype**.	I can select and apply professional materials, **techniques,** and processes to create a **prototype**.
Artistic Processes: Presenting-*I can present new design ideas and work.*								
Anchor Standard 5: ***I can present my final design solution.***								
Benchmark De.P NL.5	Benchmark De.P NM.5	Benchmark De.P NH.5	Benchmark De.P IL.5	Benchmark De.P IM.5	Benchmark De.P IH.5	Benchmark De.P AL.5	Benchmark De.P AM.5	Benchmark De.P AH.5
I can share my **design** with a small group.	I can identify how a **design** presentation is used to solve a **design challenge**.	I can present my **design solution** to a **design challenge**.	I can work with a **team** to present our **design solution** to a challenge.	I can work with a **team** to select an approach to present our **design solution** to a challenge.	I can work with a **team** to prepare and deliver a **presentation** that has defined criteria.	I can work with a **team** to prepare and deliver a **presentation** to a sample target group.	I can work with a **team** to develop a well-prepared, aesthetically pleasing **presentation** for a sample target group that includes community business leaders or professionals in the field.	I can develop a well-prepared, aesthetically pleasing **presentation** for a sample target group that includes professionals and business leaders in my community.

Indicator De.P NL.5.1	Indicator De.P NM.5.1	Indicator De.P NH.5.1	Indicator De.P IL.5.1	Indicator De.P IM.5.1	Indicator De.P IH.5.1	Indicator De.P AL.5.1	Indicator De.P AM.5.1	Indicator De.P AH.5.1
I can share my **prototype** and answer simple questions about the **design solution.**	I can explain the **design challenge** and my **design solution.**	I can present my **design solution** to the challenge using a visual.	I can work with a **team** to present our **design solution** to the challenge using one or more visuals.	I can work with a **team** to select an approach using technology for the **design solution** presentation.	I can work with a **team** to create a **presentation** that includes specific criteria and delivers required information concerning the **design challenge** and **design solution**.	I can work in a **team** to **present** our **design solution** to a group of possible users/consumers for feedback.	I can work in a **team** to **present** our **design solution** to a sample target group that includes community business leaders and professionals in a related field for feedback.	I can **present** our **design solution** to a sample target audience that includes professionals and business leaders in a related field for feedback.

Artistic Processes: Responding- *I can respond to feedback from others on new design ideas and work.*								
Anchor Standard 6: ***I can reflect and revise based on feedback and input.***								
Benchmark De.R NL.6	Benchmark De.R NM.6	Benchmark De.R NH.6	Benchmark De.R IL.6	Benchmark De.R IM.6	Benchmark De.R IH.6	Benchmark De.R AL.6	Benchmark De.R AM.6	Benchmark De.R AH.6
I can recognize how reflection is necessary in the **design process**.	I can recognize that revision is necessary in the **design process**.	I can encourage feedback to my **design** and the **design**s of others by asking and answering questions.	I can reflect on and provide feedback to a **design solution**.	I can interpret feedback from my peers to revise our **design solution**.	I can work with a **team** to analyze and explain the steps of the **design solution** revision.	I can work with a **team** to retest our revised **design solution** and analyze the results.	I can work with a **team** to explain future improvements and repeat the **design process** to revise and retest the **design solution**.	I can facilitate the repetition of the **design process** to revise and retest the **design solution.**
Indicator De.R NL.6.1	Indicator De.R NM.6.1	Indicator De.R NH.6.1	Indicator De.R IL.6.1	Indicator De.R IM.6.1	Indicator De.R IH.6.1	Indicator De.R AL.6.1	Indicator De.R AM.6.1	Indicator De.R AH.6.1
I can identify the strengths of my **design** and **design**s of others.	I can identify areas of my **design** and the **design**s of others that need improvement.	I can prepare some questions for feedback to help me revise my **design**.	I can work with a **team** to record feedback and summarize **design solution** recommendations.	I can work with a **team** to list and prioritize feedback to improve our **design solution**.	I can work with a **team** to plan and develop the steps to improve our **design solution**.	I can work with a **team** to improve the functionality of our **design solution** and record the results of the modifications	I can work with a **team** to repeat the **design process** as necessary to improve the **design solution.**	I can guide and frame questions to facilitate the **design process** to improve a **design solution**.

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*								
Anchor Standard 7: ***I can identify and examine design through history and world culture.***								
Benchmark De.C NL.7	Benchmark De.C NM.7	Benchmark De.C NH.7	Benchmark De.C IL.7	Benchmark De.C IM.7	Benchmark De.C IH.7	Benchmark De.C AL.7	Benchmark De.C AM.7	Benchmark De.C AH.7
I can recognize some examples of **design** found in my home and community.	I can recognize differences in **designs** found in my home and community.	I can describe differences in **designs** from various cultures throughout history.	I can identify improvements or changes in **designs** found in various cultures and time periods.	I can describe why improve-ments or changes were made in **designs** found in various cultures and time periods.	I can analyze a variety of **design** works from different cultures and time periods.	I can examine past **design** works to determine their influence on present **design**s.	I can work with a **team** to analyze the influence of past **design** works on present **design challenge**s.	I can evaluate my **design solution** to determine the effective use of past **design** works.
Indicator De.C NL.7.1	Indicator De.C NM.7.1	Indicator De.C NH.7.1	Indicator De.C IL.7.1	Indicator De.C IM.7.1	Indicator De.C IH.7.1	Indicator De.C AL.7.1	Indicator De.C AM.7.1	Indicator De.C AH.7.1
I can find and name some **designs** (**object environmental, communication,** or **experientia**l) around me.	I can name some different **design** materials and methods of construction.	I can compare how **design**s are different in various cultures throughout history.	I can compare **design** similarities and differences among different cultures and time periods.	I can explain the possible reasons improvement s and/or changes were made in a **design** through different cultures and time periods.	I can recognize patterns in **design** choices and make connections to the developmen t of **design** through different cultures and time periods.	I can find and compare how choices from a current **design** reflect influences of past **design solutions**.	I can work with a **team** to explain how the designer's choices on the current **design challenge** reflect influences of **design solutions** from the past.	I can assess my **design** choices and relate them to past **design** influences.

Anchor Standard 8: ***I can relate design ideas to other arts disciplines, content areas, and careers.***								
Benchmark De.C NL.8	Benchmark De.C NM.8	Benchmark De.C NH.8	Benchmark De.C IL.8	Benchmark De.C IM.8	Benchmark De.C IH.8	Benchmark De.C AL.8	Benchmark De.C AM.8	Benchmark De.C AH.8
I can explore **design** concepts among arts disciplines, other content areas, and related careers.	I can recognize **design** concepts among arts disciplines, other content areas, and related careers.	I can apply **design** concepts among arts disciplines, other content areas, and related careers.	I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied in a **design** career.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied in a **design** career.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in a **design** career.	I can apply concepts among arts disciplines and other content areas to **design** and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values, and location influence **design** and the need for **design** related careers.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a designer.
Indicator De.C NL.8.1	Indicator De.C NM.8.1	Indicator De.C NH.8.1	Indicator De.C IL.8.1	Indicator De.C IM.8.1	Indicator De.C IH.8.1	Indicator De.C AL.8.1	Indicator De.C AM.8.1	Indicator De.C AH.8.1
I can connect **design** with objects in my home and school.	I can recognize that **design** exists in all arts disciplines and other content areas.	I can use **design** concepts in other subjects in my school.	I can investigate a range of skills used in various **design** careers, arts disciplines, and content areas.	I can name **design** skills used in various arts disciplines and content areas and relate these skills to a career in **design**.	I can investigate tools, concepts and materials used in other arts disciplines and content areas.	I can use concepts found in various arts disciplines and other content areas in a **design** work.	I can describe how economic conditions, cultural values, and geographic locations affect **design** and **design** careers.	I can examine the importance of the work of a designer in issues that relate to a global society.

Indicator De.C NL.8.2	Indicator De.C NM.8.2	Indicator De.C NH.8.2						
I can recognize that people have careers in **design**.	I can identify **design** businesses and careers in my community.	I can identify ways **design thinking** is used in other careers or vocations.						

Novice Design Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*		
Anchor Standard 1: *I can conceive and develop a design challenge.*		
Novice Low	**Novice Mid**	**Novice High**
Benchmark De.CR NL.1	Benchmark De.CR NM.1	Benchmark De.CR NH.1
I can recognize **design questions**.	I can recognize how **design questions** are used to solve problems.	I can answer **design challenge questions**.
Indicator De.CR NL.1.1	Indicator De.CR NM.1.1	Indicator De.CR NH.1.1
I can answer the **design challenge questions** who, what, and where, in order to define the **design challenge**.	I can answer the **design challenge questions** who, what, when, and where in order to define the **design challenge**.	I can answer the **design challenge questions** who, what, when, where, why, and how in order to define the **design challenge**.
Sample Learning Targets • I can answer "who" the **design challenge** impacts. • I can answer "what" the **design challenge** is for. • I can answer "where" the **design challenge** will be impacted. • I can…	***Sample Learning Targets*** • I can answer "when" the **design challenge** will occur. • I can use **design** questions to recognize how to define a **design challenge**. • I can…	***Sample Learning Targets*** • I can answer "why" the **design challenge** is needed. • I can answer "how" the **design challenge** will be implemented. • I can…

Anchor Standard 2: ***I can research to explore and identify aspects of the design challenge.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark De.CR NL.2	Benchmark De.CR NM.2	Benchmark De.CR NH.2
I can recognize **research** methods.	I can recognize how **research** is used to solve a **design problem.**	I can apply **research** methods.
Indicator De.CR NL.2.1	Indicator De.CR NM.2.1	Indicator De.CR NH.2.1
I can use a **research** method to investigate the **design challenge.**	I can use **research** methods to investigate the **design challenge**.	I can use a variety of methods to investigate the **design challenge**.
Sample Learning Targets • I can observe (using the five senses) the existing **design**s. • I can observe an object in use. • I can see and feel the parts of a **design** object. • I can…	***Sample Learning Targets*** • I can use more than one of the following: observation, printed materials, technology, and/or interviewing. • I can use printed materials to learn about an object. • I can interview others for research information. • I can…	***Sample Learning Targets*** • I can use a variety of the following research methods: observation, printed materials, technology, and/or interviewing. • I can observe, sketch, or record (photography, video) an object to show what I've learned about the **design** object. • I can interview individuals with experience with an object to determine possible **aspects** to redesign. • I can…

Anchor Standard 3: ***I can select and create possible solutions to the design challenge.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark De.CR NL.3	Benchmark De.CR	Benchmark De.CR NH.3
I can recognize **design thinking**.	I can recognize how **design thinking** is used to solve a **design** problem.	I can apply **design thinking strategies.**
Indicator De.CR NL.3.1	Indicator De.CR NM.3.1	Indicator De.CR NH.3.1
I can use a **design thinking strategy** to list possible **design solutions** to the challenge.	I can use more than one **design thinking strategy** to list possible **design solutions** to the challenge**.**	I can use a variety of **design thinking strategies** to list possible **design solutions** to the challenge.
Sample Learning Targets • I can name possible solutions. • I can stay on topic to randomly call out ideas for possible **design** solutions. • I can…	***Sample Learning Targets*** • I can use more than one of the following: list aloud, popcorn **brainstorm**ing, passing **brainstorm**ing to provide possible solutions. • I can create questions rather than ideas to inspire further thinking. • I can listen to others and participate in one conversation at a time to provide possible **design solutions.** • I can…	***Sample Learning Targets*** • I can determine which solutions can be used in the **design challenge**. • I can provide a visual or drawing to explain my idea. • I can organize my ideas using mind maps. • I can…

Anchor Standard 4: ***I can create an original prototype.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark De.CR NL.4	Benchmark De.CR NM.4	Benchmark De.CR NH.4
I can recognize a **prototype**.	I can recognize how a **prototype** is used to solve a **design challenge**.	I can explore materials, **techniques** and processes to create a **prototype**.
Indicator De.CR NL.4.1	Indicator De.CR NM.4.1	Indicator De.CR NH.4.1
I can explore using **physical models**, **space models**, interactions, and storytelling as **prototype**s.	I can use strategies to create a two-dimensional drawing or a three-dimensional model of a **design solution**.	I can use basic materials and **techniques** to develop a model of my **design** ideas.
Sample Learning Targets • I can role play to act out solutions to a **design challenge**. • I can explore space models with geometric forms in a given area. • I can use my words to tell about my design idea. • I can…	***Sample Learning Targets*** • I can use clay or other materials to create a model of a new cup **design**. • I can draw a new logo **design**. • I can…	***Sample Learning Targets*** • I can work with a **team** to explore and select the most appropriate materials to build/compose the **prototype**. • I can work with a **team** to explore and select the most appropriate **techniques** and processes to build/compose the **prototype**. • I can…

Artistic Processes: Presenting- *I can present new design ideas and work.*		
Anchor Standard 5: *I can present my final design solution.*		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark De.P NL.5	Benchmark De.P NM.5	Benchmark De.P NH.5
I can share my **design** with a small group.	I can identify how a **design** presentation is used to solve a **design challenge**.	I can present my **design solution** to a **design challenge**.
Indicator De.P NL.5.1	Indicator De.P NM.5.1	Indicator De.P NH.5.1
I can share my **prototype** and answer simple questions about the **design solution.**	I can explain the **design challenge** and my **design solution.**	I can present my **design solution** to the challenge using a visual.
Sample Learning Targets • I can show my **prototype** to my peers. • I can answer questions about the "what" of the **design** solution. • I can ...	***Sample Learning Targets*** • I can explain the "who, what, where" of the **design challenge**. • I can explain the "when, and how" of the **design challenge**. • I can ...	***Sample Learning Targets*** • I can draw my ideas to present my **design challenge** solution. • I can create a presentation board to help explain my **design challenge** solution. • I can...

Artistic Processes: Responding- *I can respond to feedback from others on new design ideas and work.*		
Anchor Standard 6: ***I can reflect and revise based on feedback and input.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark De.R NL.6	Benchmark De.R NM.6	Benchmark De.R NH.6
I can recognize how reflection is necessary in the **design process**.	I can recognize that revision is necessary in the **design process**.	I can encourage feedback to my **design** and the **design**s of others by asking and answering questions.
Indicator De.R NL.6.1	Indicator De.R NM.6.1	Indicator De.R NH.6.1
I can identify the strengths of my **design** and **design**s of others.	I can identify areas of my **design** and the **design**s of others that need improvement.	I can prepare some questions for feedback to help me revise my **design**.
Sample Learning Targets • I can listen and respond to the opinions of others. • I can list the positive comments about my **design**. • I can...	***Sample Learning Targets*** • I can work with others to list possible improvements to our solution. • I can list changes I would make to my **design solution**. • I can...	***Sample Learning Targets*** • I can ask what new materials could be used in a **design solution**. • I can ask simple questions about a **design solution**. • I can ask questions about who needs the **design**. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 7: ***I can identify and examine design through history and world culture.***

Novice Low	**Novice Mid**	**Novice High**
Benchmark De.C NL.7	Benchmark De.C NM.7	Benchmark De.C NH.7
I can recognize some examples of **design** found in my home and community.	I can recognize differences in **designs** found in my home and community.	I can describe differences in **designs** from various cultures throughout history.
Indicator De.C NL.7.1	Indicator De.C NM.7.1	Indicator De.C NH.7.1
I can find and name some **designs** (**object environmental, communication,** or **experientia**l) around me.	I can name some different **design** materials and methods of construction.	I can compare how **design**s are different in various cultures throughout history.
Sample Learning Targets • I can find and name some **design** objects that I use every day. • I can find and name some **environmental design**s in my school and community. • I can recognize the use of **communication design** in newspapers, billboards, and commercials. • I can recognize the use of **experiential design** in play grounds, video games and amusement parks. • I can…	***Sample Learning Targets*** • I can identify the methods used for **communication design**. • I can discuss the materials used in an **environmental design**. • I can describe how a **design** was made. • I can…	***Sample Learning Targets*** • I can group **design**s that have similar styles, subject, or media. • I can identify common characteristics within a **design** from different styles, periods, and cultures. • I can…

Anchor Standard 8: ***I can relate design ideas to other arts disciplines, content areas, and careers.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark De.C NL.8	Benchmark De.C NM.8	Benchmark De.C NH.8
I can explore **design** thinking in arts disciplines, other content areas, and related careers.	I can recognize **design** thinking in arts disciplines, other content areas, and related careers.	I can apply **design** thinking in arts disciplines, other content areas, and related careers.
Indicator De.C NL.8.1	Indicator De.C NM.8.1	Indicator De.C NH.8.1
I can explore how design exists in all arts disciplines and other content areas.	I can recognize that **design** exists in all arts disciplines and other content areas.	I can use **design** concepts in other subjects in my school.
Sample Learning Targets • I can name **design**ed objects in my home and classroom. • I can talk about **design** choices found in my home and classroom. • I can draw examples of everyday **design**s. • I can…	***Sample Learning Targets*** • I can identify ways **design** is used in my community. • I can draw **design**s used in my community. • I can…	***Sample Learning Targets*** • I can use the **design** process to solve problems in other subjects. • I can use **design** thinking to **brainstorm** multiple solutions in other subjects. • I can…

Indicator De.C NL.8.2	Indicator De.C NM.8.2	Indicator De.C NH.8.2
I can recognize that people have careers in **design**.	I can identify **design** businesses and careers in my community.	I can identify ways **design thinking** is used in other careers or vocations.
Sample Learning Targets • I can recognize that musicians are designers. • I can recognize that buildings are designed by architects. • I can recognize that choreographers are designers. • I can…	***Sample Learning Targets*** • I can identify businesses in my community that hire designers. • I can identify where and how designers impact my community. • I can locate design companies in my community. • I can…	***Sample Learning Targets*** • I can identify how design thinking is used in business and industry. • I can identify design thinking skills that are used in education and service organizations. • I can…

Intermediate Design Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*		
Anchor Standard 1: ***I can conceive and develop a design challenge.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark De.CR IL.1	Benchmark De.CR IM.1	Benchmark De.CR IH.1
I can work with a **team** to answer **design challenge questions**.	I can work with a **team** from a given list to identify and describe a **design challenge** to develop.	I can work with a **team** from a given list of **design challenges** and select one to describe.
Indicator De.CR IL.1.1	Indicator De.CR IM.1.1	Indicator De.CR IH.1.1
I can work with a **team** to answer the **design challenge questions** who, what, when, where, why, and how in order to **define** the **design challenge**	I can work with a **team** to select a **design challenge** from a given list using certain criteria and answer the **design challenge questions** to **define** the challenge.	I can work in a **team** to discuss **design challenges** from a given list and select one to **define** from answers to the **design challenge questions.**
Sample Learning Targets • I can communicate and listen to others when answering the **design challenge questions**. • I can record information from the group's discussion. • I can...	***Sample Learning Targets*** • I can work with a team to choose a **design challenge** based on its importance to me and my community. • I can work with a **team** to choose a **design challenge** based on the need for improvement to how it looks and how it works. • I can…	***Sample Learning Targets*** • I can work with a **team** to compare and contrast the **design challenge** options and select one based on their importance to me and my community. • I can work with a **team to** compare and contrast the **design challenge** options and select one based on their need for improvement to how it looks and how it works. • I can…

Anchor Standard 2: ***I can research to explore and identify aspects of the design challenge.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark De.CR IL.2	Benchmark De.CR IM.2	Benchmark De.CR IH.2
I can work with a **team** to research **aspects** of the **design challenge**.	I can work with a **team** to research and describe **aspects** of the **design challenge.**	I can work with a **team** to explain why researched **aspects** of the **design challenge** are needed.
Indicator De.CR IL.2.1	Indicator De.CR IM.2.1	Indicator De.CR IH.2.1
I can work with a **team** to identify necessary information for the **design challenge**.	I can communicate my research to the **team**.	I can work with a **team** to prioritize research from the individual **team** members.
Sample Learning Targets • I can identify with a **team** what information is necessary about the existing **design**. • I can work with others to select the best research methods to gather necessary information. • I can work with others to create a survey and/or use technology to learn about a design.	***Sample Learning Targets*** • I can use visuals, technology, demonstrations, and/or descriptions, to report the research. • I can discuss the research with others. • I can use printed materials to present necessary information. • I can demonstrate the existing function of a design.	***Sample Learning Targets*** • I can list the research from the **team** members. • I can work with others to identify the most significant research.

Anchor Standard 3: ***I can select and create possible solutions to the design challenge.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark De.CR IL.3	Benchmark De.CR IM.3	Benchmark De.CR IH.3
I can work with a **team** using **design thinking strategies** to generate ideas for **design solutions** to the challenge.	I can work with a **team** using **design thinking strategies** to generate some usable **design solutions** to the challenge.	I can work with a **team** using **design thinking strategies** to generate many usable **design solutions** to the challenge.
Indicator De.CR IL.3.1	Indicator De.CR IM.3.1	Indicator De.CR IH.3.1
I can work with a **team** using a variety of **design thinking strategies** to list possible **design solutions** without judgement.	I can work with a **team** to turn ideas into possible **design solution** concepts.	I can work with a **team** to determine which **design solutions** effectively meet the challenge criteria.
Sample Learning Targets • I can work with a **team** using a variety of the following: list aloud, **popcorn brainstorming**, **passing brainstorming**, **questioning brainstorming**, **webbing**, **mind mapping** to provide possible solutions. • I can build on the ideas of others in creating possible solutions. • I can work with a **team** to determine which solutions can be used in the **design challenge**. • I can…	***Sample Learning Targets*** • I can contribute my ideas concerning usable solutions. • I can respond to others' ideas concerning usable solutions. • I can…	***Sample Learning Targets*** • I can work with others to prioritize choices concerning effective solutions. • I can work with others to select possible solutions. • I can…

Anchor Standard 4: *I can create an original prototype.*

Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark De.CR IL.4	Benchmark De.CR IM.4	Benchmark De.CR IH.4
I can work with a **team** to make a **prototype** that represents a solution to a **design challenge**.	I can work with a **team** to make multiple **prototype**s that represent various solutions to a **design challenge**.	I can work with a **team** to create a **prototype** to solve a **design challenge**.
Indicator De.CR IL.4.1	Indicator De.CR IM.4.1	Indicator De.CR IH.4.1
I can work with a **team** to make a **prototype** to experience **the design challenge** criteria.	I can work with a **team** to make **prototypes** to experience the **design challenge** criteria.	I can work with a **team** to make a **prototype** that addresses **functional aspects** and **aesthetics**.
Sample Learning Targets • I can work with others to create a **prototype** that allows a concept to be experienced. • I can create a simple **prototype** that is made quickly and inexpensively to experience feedback early and often. • I can…	***Sample Learning Targets*** • I can work with others to create multiple **prototype**s concerning one **design challenge** that allow a concept to be experienced. • I can work with a **team** to create multiple simple **prototype**s that are made quickly and inexpensively. • I can…	***Sample Learning Targets*** • I can work with a **team** to determine the functionality of the **prototype**. • I can work with a **team** to improve the functionality of the **prototype** to address many **aspects**. • I can make a **prototype** that uses the elements and/or principles of **the arts disciplines**. • I can…

Artistic Processes: Presenting- *I can present new design ideas and work.*		
Anchor Standard 5: *I can present my final design solution.*		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark De.P IL.5	Benchmark De.P IM.5	Benchmark De.P IH.5
I can work with a **team** to present our **design solution** to a challenge.	I can work with a **team** to select an approach to present our **design solution** to a challenge.	I can work with a **team** to prepare and deliver a **presentation** that has defined criteria.
Indicator De.P IL.5.1	Indicator De.P IM.5.1	Indicator De.P IH.5.1
I can work with a **team** to present our **design solution** to the challenge using one or more visuals.	I can work with a **team** to select an approach using technology for the **design solution** presentation.	I can work with a **team** to create a **presentation** that includes specific criteria and delivers required information concerning the **design challenge** and **design solution**.
Sample Learning Targets • I can work with a **team** to prepare one or more visuals such as photographs, drawings, diagrams, charts, and 3D examples to present our **design solution**. • I can work with a **team** to explain the "who, what, when, where, why, and how" of the **design challenge**. • I can work with a **team** to explain the "who, what, when, where, why, and how" of the **design solution**. • I can…	***Sample Learning Targets*** • I can work with others to create a slideshow presentation. • I can work with others to create a webpage to present a **design solution**. • I can work with others to combine still photos and videos to present a **design solution**. • I can ...	***Sample Learning Targets*** • I can work in a **team** to prepare a presentation that includes specific criteria such as a title, infographics, text, graphics, and/or media. • I can work with a **team** to prepare a presentation that includes required information such as the goal, identified population, challenge statement, key **aspects**, data, and **design solution**. • I can…

Artistic Processes: Responding- *I can respond to feedback from others on new design ideas and work.*		
Anchor Standard 6: ***I can reflect and revise based on feedback and input.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark De.R IL.6	Benchmark De.R IM.6	Benchmark De.R IH.6
I can reflect on and provide feedback to a **design solution**.	I can interpret feedback from my peers to revise our **design solution**	I can work with a **team** to analyze and explain the steps of the **design solution** revision.
Indicator De.R IL.6.1	Indicator De.R IM.6.1	Indicator De.R IH.6.1
I can work with a **team** to record feedback and summarize **design solution** recommendations.	I can work with a **team** to list and prioritize feedback to improve our **design solution**.	I can work with a **team** to plan and develop the steps to improve our **design solution**.
Sample Learning Targets • I can record feedback about our **design** in my journal. • I can explain some of the solutions presented as feedback to the group. • I can...	***Sample Learning Targets*** • I can work with others to make a list of the most important improvements that need to be made to the **design solution**. • I can...	***Sample Learning Targets*** • I can work with others to review feedback to determine next steps in the revision process. • I can work with others to make changes to our **prototype** that improves our solution. • I can record my improvement ideas for a **design solution**. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 7: ***I can identify and examine design through history and world culture.***

Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark De.C IL.7	Benchmark De.C IM.7	Benchmark De.C IH.7
I can identify improvements or changes in **designs** found in various cultures and time periods.	I can describe why improvements or changes were made in **designs** found in various cultures and time periods.	I can analyze a variety of **design** works from different cultures and time periods.
Indicator De.C IL.7.1	Indicator De.C IM.7.1	Indicator De.C IH.7.1
I can compare **design** similarities and differences among different cultures and time periods.	I can explain the possible reasons improvements and/or changes were made in a **design** through different cultures and time periods.	I can recognize patterns in **design** choices and make connections to the development of **design** through different cultures and time periods.
Sample Learning Targets • I can write a description about characteristics of a specific **design** style, period, or culture. • I can compare changes in the **design**s of furniture from other cultures over time. • I can…	***Sample Learning Targets*** • I can explain the possible reasons a chair **design** evolved through cultures and time periods. • I can explain the possible reasons a simple tool changed through cultures and time periods. • I can…	***Sample Learning Targets*** • I can make connections between **design** choices on chairs from different cultures and time periods. • I can make connections between **design** choices on furniture from different cultures and time periods. • I can…

Anchor Standard 8: ***I can relate design ideas to other arts disciplines, content areas, and careers.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark De.C IL.8	Benchmark De.C IM.8	Benchmark De.C IH.8
I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied in a **design** career.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied in a **design** career.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in a **design** career.
Indicator De.C IL.8.1	Indicator De.C IM.8.1	Indicator De.C IH.8.1
I can investigate a range of skills used in various **design** careers, arts disciplines, and content areas.	I can name **design** skills used in various arts disciplines and content areas and relate these skills to a career in **design**.	I can investigate tools, concepts and materials used in other arts disciplines and content areas.
Sample Learning Targets • I can recognize skills that are specific to a career in **design**. • I can pick and write about my favorite **design** career. • I can match a **design** product to a **design** career. • I can…	***Sample Learning Targets*** • I can research **design** careers. • I can list things that are designed by people with a specific career in **design**. • I can list specific skills needed for a **design** career. • I can…	***Sample Learning Targets*** • I can recognize skills that are specific to **design** careers that are attained in other arts disciplines and content areas. • I can discuss costs of using different materials to create the same **design**. • I can…

Advanced Design Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*		
Anchor Standard 1: ***I can conceive and develop a design challenge.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark De.CR AL.1	Benchmark De.CR AM.1	Benchmark De.CR AH.1
I can work with a **team** to conceive many **design challenge** possibilities relating to a certain topic.	I can work with a **team** to conceive many **design challenge** possibilities.	I can work on my own to conceive many **design challenge** possibilities.
Indicator De.CR AL.1.1	Indicator De.CR AM.1.1	Indicator De.CR AH.1.1
I can work with a **team** using d**esign thinking strategies** to list several **design challenge** possibilities about a topic and select one to **define**.	I can work with a **team** using **design thinking strategies** to list many **design challenge** possibilities and prioritize to select one to **define**.	I can use **design thinking strategies** to list many **design challenge** possibilities and prioritize to select one to **define**.
Sample Learning Targets • I can work with a team to **brainstorm** by randomly calling out ideas. • I can work with a team to **brainstorm** by creating questions rather than ideas to inspire further thinking. • I can work with a team to use visual diagrams to organize information and ideas. I can…	***Sample Learning Targets*** • I can work with a **team** using a variety of the following: list aloud, **popcorn brainstorming, questioning brainstorming**, **webbing**, **mind mapping** to provide many possible **design challenges.** • I can work with a **team** to compare and contrast the **design challenge** options and select one to define. • I can…	***Sample Learning Targets*** • I can use a variety of the following: list aloud, **popcorn brainstorming**, **questioning brainstorming, webbing, mind mapping** to provide many possible **design challenges.** • I can compare and contrast the **design challenge** options and select one to define. • I can…

Anchor Standard 2: ***I can research to explore and identify aspects of the design challenge.***		
Advanced **Low**	**Advanced** **Mid**	**Advanced** **High**
Benchmark De.CR AL.2	Benchmark De.CR AM.2	Benchmark De.CR AH.2
I can work with a **team** to analyze the **aspects** of the **design challenge.**	I can work independently or with a **team** to evaluate the parts of the **design challenge.**	I can lead a discussion to evaluate the parts of the **design challenge.**
Indicator De.CR AL.2.1	Indicator De.CR AM.2.1	Indicator De.CR AH.2.1
I can examine my **research** and report the connections of that information with the **team**.	I can work with a **team** to determine the importance of the **research** from the **team** members.	I can guide my **team** in determining the importance of the **research** from the **team** members.
Sample Learning Targets • I can review with a **team** the **research** from multiple sources. • I can report the connections among the data to my **team**. • I can…	***Sample Learning Targets*** • I can work with others to determine the importance of the production and cost improvement needed. • I can work with others to determine the importance of the **aesthetic** improvement needed. • I can work with others to determine the importance **functional** improvement needed. • I can…	***Sample Learning Targets*** • I can present findings from **research** that supports the need for **aesthetic**, production, and/or **functional** improvements. • I can justify the need for a new **design** or redesign concept. • I can…

Anchor Standard 3: ***I can select and create possible solutions to the design challenge.***		
Advanced **Low**	**Advanced** **Mid**	**Advanced** **High**
Benchmark De.CR AL.3	Benchmark De.CR AM.3	Benchmark De.CR AH.3
I can work with a **team** to analyze usable **design solutions** to the challenge.	I can work independently or with a **team** to evaluate the usable **design solutions** to the challenge.	I can lead a discussion to evaluate the usable **design solutions** to the challenge.
Indicator De.CR AL.3.1	Indicator De.CR AM.3.1	Indicator De.CR AH.3.1
I can examine, discuss, and select possible **design solutions** to best address the challenge.	I can work with a **team** to develop criteria to determine the value of the usable **design solutions** to the challenge.	I can guide my **team** in determining the value of the usable **design solutions** to the challenge.
Sample Learning Targets • I can review and discuss connections among the possible solutions. • I can work with others to combine parts of **design solution** ideas to solve the **design challenge**. • I can…	***Sample Learning Targets*** • I can work with others to list criteria such as time, cost, functionality, **aesthetics**, etc. • I can work with others to prioritize **design solutions** based on chosen criteria. • I can work with a **team** to reach a consensus concerning the most viable solutions to the **design challenge**. • I can…	***Sample Learning Targets*** • I can lead a discussion to determine the criteria. • I can lead a discussion that reaches a consensus concerning the most viable solutions to the **design challenge**. • I can justify how the solutions effectively address the identified needs. • I can…

Anchor Standard 4: *I can create an original prototype.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark De.CR AL.4	Benchmark De.CR AM.4	Benchmark De.CR AH.4
I can work with a **team** to create a **prototype** that solves multiple **aspects** of a **design challenge.**	I can work with a **team** to create a **prototype** that solves all **aspects** of a **design challenge** functionally and aesthetically.	I can use sophisticated materials, **techniques,** and processes to create the most viable **prototype**.
Indicator De.CR AL.4.1	Indicator De.CR AM.4.1	Indicator De.CR AH.4.1
I can work with a **team** to select materials, **techniques**, and processes to create a **prototype**.	I can work with a **team** to select and apply the best materials, **techniques**, and processes to create a **prototype**.	I can select and apply professional materials, **techniques,** and processes to create a **prototype**.
Sample Learning Targets • I can work with a **team** to select the most appropriate materials to build/**compose** the **prototype** from those explored. • I can work with a **team** to select the most appropriate **techniques** and processes to build/**compose** the **prototype** from those explored. • I can…	***Sample Learning Targets*** • I can work with a **team** to apply the best materials to build/**compose** the **prototype** from those explored. • I can work with a **team** to apply the best **techniques** and processes to build/**compose** the **prototype** from those explored. • I can…	***Sample Learning Targets*** • I can apply professional materials to build/**compose** the **prototype**. • I can apply professional **techniques** and processes to build/**compose** the **prototype**. • I can…

Artistic Processes: Presenting- *I can present new design ideas and work.*		
Anchor Standard 5: *I can present my final design solution.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark De.P AL.5	Benchmark De.P AM.5	Benchmark De.P AH.5
I can work with a **team** to prepare and deliver a **presentation** to a sample target group.	I can work with a **team** to develop a well-prepared, aesthetically pleasing **presentation** for a sample target group that includes community business leaders or professionals in the field.	I can develop a well-prepared, aesthetically pleasing **presentation** for a sample target group that includes professionals and business leaders in my community.
Indicator De.P AL.5.1	Indicator De.P AM.5.1	Indicator De.P AH.5.1
I can work in a **team** to **present** our **design solution** to a group of possible users/consumers for feedback.	I can work in a team to **present** our **design solution** to a sample target group that includes community business leaders and professionals in a related field for feedback.	I can **present** our **design solution** to a sample target audience that includes professionals and business leaders in a related field for feedback.
Sample Learning Targets • I can work in a **team** and ask questions of the target group so I can effectively get the feedback. • I can use methods such as surveys, questionnaires, prompts, and/or **beta testing**, with a **team** to attain feedback from the sample group. • I can…	***Sample Learning Targets*** • I can work in a **team** and ask questions of the target group with professionals so I can effectively get the feedback. • I can use methods such as surveys, questionnaires, prompts, and/or **beta testing**, with a **team** to attain feedback from the sample group with business leaders in my community. • I can…	***Sample Learning Targets*** • I can ask questions of the target group with professionals so I can effectively get the feedback. • I can use methods such as surveys, questionnaires, prompts, and/or **beta testing**, to attain feedback from the sample group with professionals. • I can…

Artistic Processes: Responding- *I can respond to feedback from others on new design ideas and work.*		
Anchor Standard 6: ***I can reflect and revise based on feedback and input.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark De.R AL.6	Benchmark De.R AM.6	Benchmark De.R AH.6
I can work with a **team** to retest our revised **design solution** and analyze the results.	I can work with a **team** to explain future improvements and repeat the **design process** to revise and retest the **design solution**.	I can facilitate the repetition of the **design process** to revise and retest the **design solution.**
Indicator De.R AL.6.1	Indicator De.R AM.6.1	Indicator De.R AH.6.1
I can work with a **team** to improve the functionality of our **design solution** and record the results of the modifications.	I can work with a **team** to repeat the **design process** as necessary to improve the **design solution.**	I can guide and frame questions to facilitate the **design process** to improve a **design solution**.
Sample Learning Targets • I can work with others to make improvements to the **prototype**'s functionality. • I can chart the progress of our revisions to help my **team** improve the functionality of the **design**. • I can....	***Sample Learning Targets*** • I can retest my solution and revise as many times as necessary to achieve the most effective solution. • I can...	***Sample Learning Targets*** • I can lead a class discussion on how to revise a **design challenge**. • I can form questions to lead the reflection process. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 7: ***I can identify and examine design through history and world culture.***

Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark De.C AL.7	Benchmark De.C AM.7	Benchmark De.C AH.7
I can examine past **design** works to determine their influence on present **design**s.	I can work with a **team** to analyze the influence of past **design** works on present **design challenge**s.	I can evaluate my **design solution** to determine the effective use of past **design** works.
Indicator De.C AL.7.1	Indicator De.C AM.7.1	Indicator De.C AH.7.1
I can find and compare how choices from a current **design** reflect influences of past **design solutions**.	I can work with a **team** to explain how the designer's choices on the current **design challenge** reflect influences of **design solutions** from the past.	I can assess my **design** choices and relate them to past **design** influences.
Sample Learning Targets • I can identify influences from previous **design**s in a current **design solution**. • I can explain how specific past **design**s are reflected in a current **design**. • I can…	***Sample Learning Targets*** • I can work with others to identify influences from previous **design**s in a current **design solution**. • I can work with others to explain how specific past **design**s are reflected in a current **design**. • I can…	***Sample Learning Targets*** • I can defend my interpretations of how different styles, periods, and cultures have influenced my **design**s. • I can debate my choices made in my **design**s that are influenced by different styles, periods, and cultures. • I can…

Anchor Standard 8: ***I can relate design ideas to other arts disciplines, content areas, and careers.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark De.C AL.8	Benchmark De.C AM.8	Benchmark De.C AH.8
I can apply concepts among arts disciplines and other content areas to **design** and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values, and location influence **design** and the need for **design** related careers.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a designer.
Indicator De.C AL.8.1	Indicator De.C AM.8.1	Indicator De.C AH.8.1
I can use concepts found in various arts disciplines and other content areas in a **design** work.	I can describe how economic conditions, cultural values, and geographic locations affect **design** and **design** careers.	I can examine the importance of the work of a designer in issues that relate to a global society.
Sample Learning Targets • I can use the elements and/or principles of arts disciplines in a current **design** work. • I can use concepts found in dance in a current **design** work. • I can…	***Sample Learning Targets*** • I can discuss the relationships between the designer and other careers. • I can **research** processes of other careers to determine how **design** affects it. • I can justify community investment in **design**. • I can…	***Sample Learning Targets*** • I can defend the impact of **design** careers within a society. • I can promote the intrinsic value of **design** to individuals and society • I can find an important **design** problem in another country and create a **design solution** to help. • I can…

Design Glossary

Aesthetics Concerned with appearance or the appreciation of beauty.

Artistic Processes The way the brain and the body make art and define the link between art making and the learner.

Aspects A particular part or parts of the design challenge.

Assess To estimate or evaluate the value of information researched.

Beta Testing Using a prototype to receive feedback from a sample target group.

Brainstorm A step in the problem solving process to producing an idea or several ideas. Ex. Popcorn Brainstorming, Passing Brainstorming, Questioning Brainstorming.

Communication Design Design directed towards making connections between people. Ex. Graphic design, packaging design, web design, etc.

Craftsmanship A degree or level of skill involved in creating a craft or work of art.

Define (a design challenge**)** Answering the design challenge questions to provide a clear description of what the design challenge is.

Design An outline, sketch, plan, model, or prototype of a solution to be developed or constructed that considers aesthetic decisions. See definitions of Object Design, Environmental Design, Communication Design, and Experiential Design.

Design Challenge A design problem or a design issue defined as having the need to be altered, changed, or created in a particular way to solve.

Design Challenge Questions Basic questions used to gather information concerning a design problem: *Who, What, Where, When, Why,* and *How*. The answers to these questions define the design challenge.

Design Problem A specific design aspect or issue regarded as needing to be dealt with, overcome, or changed.

Design Process A process designed to identify a specific design problem, research the problem, create a solution to the problem, and present the solution to the problem.

Design Solution A means of solving a design problem.

Design Thinking To use one's mind to apply the process of design.

Design Thinking Strategies Methods or procedures used to brainstorm ideas or reason the process of design. Ex: *Mind Maps, Concept Maps, Webbings, Electronic Brainstorms,* etc.

Environmental Design Design of surroundings or conditions in which a person, place, or thing interacts. Ex. Interior design, playground design, community planning, etc.

Experiential Design Design based on personal interactivity or experiences; sometimes referred to as interactive design. Ex. Design parades, design festivals, design theme parks, etc.

Feedback A reaction or response to a particular design problem or design solution.

Functional Referring to a design having a special activity, purpose, or task.

Interactions A person or a group of persons interacting with a prototype.**Investigate** To examine, research, or inquire the design problem or aspects of the design problem in order to create a solution.

Mind Mapping A visual diagram used to organize information and ideas. It starts with a single idea, written or drawn in the center of a blank page, to which associated words or ideas are added, continuing to associate the words and ideas.

Object Design Design of a material thing often related to industrial and product design. Ex. Design of tools, toys, cars, etc.

Passing Brainstorming A brainstorming technique in which individuals convey ideas one after another building upon the ideas of others in a group.

Physical Model A three dimensional replication or copy of a prototype

Popcorn Brainstorming A brainstorming technique in which individuals freely state ideas in a group.

Presentation An activity in which an individual or a team shows, describes, or explains a design solution to a group of people.

Prototype A two-dimensional product or three-dimensional model of a design solution. See definitions of physical models, space models, interactions, and storytelling.

Questioning Brainstorming A brainstorming technique in which individuals generate questions in a group that may later be explored.

Research Investigating the design challenge determining the who, what, where, when, why, and how using a variety of research methods; surveys, observations, interviews, experiments, internet, encyclopedias, newspapers, magazines, etc.

Sample Learning Target A broad lesson learning scenario.

Space Model a 2D or 3D replication or copy within which all things move

Standard Principle that is used as a basis for judgment.

Storytelling The use of words to describe the function or purpose of a prototype

Team A group organized to meet specific goals.

Techniques The use of tools and materials in unique ways that are specific to the designer and the medium.

Webbing Is a brainstorming technique that provides a visual structure or framework for idea development and can assist with organizing and prioritizing information.

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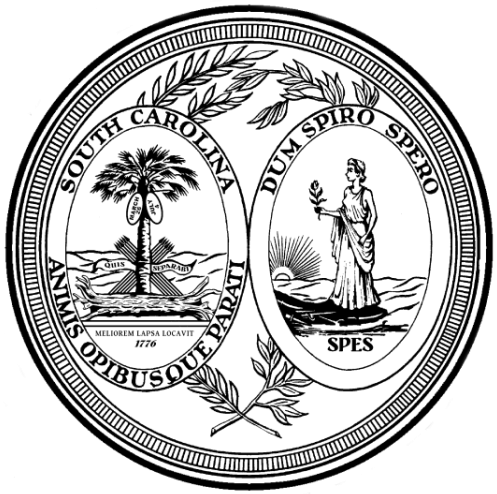
Draft
College- and Career-Ready Standards for Choral Music Proficiency



South Carolina Department of Education
Columbia, South Carolina
2017

Choral Music

Introduction

In writing the 2017 South Carolina Choral Music Standards, our goal was to bridge the 2010 South Carolina Choral Music Standards with the 2014 National Core Arts Standards for Music to create a simplified, relevant document for teachers and students to use in the Choral Music classroom. The purpose of this document and the "I can" language is to enable the teacher to become the facilitator of goals for the student using benchmarks to set achievable goals and to self-assess to take ownership of their learning.

Choral students come to us from a variety of musical backgrounds and experiences. A freshman high school choral classroom may consist of students who perform at novice levels as well as students who perform at advanced levels. Moving from a grade-level based model to a proficiency-based model allows teachers to meet students at their individual ability level to differentiate learning most effectively. Many choral teachers are also teachers of general or instrumental music. For simplified planning, we have chosen to streamline the wording of several standards, benchmarks, and indicators with the other music areas. The sample learning targets are specific to Choral Music. Our hope is that the 2017 South Carolina Choral Music Standards will not only be a valuable resource for the teacher as a facilitator, but also for the learner to be actively engaged in his or her educational goals.

Choral Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new musical ideas.*								
Anchor Standard 1: ***I can arrange and compose music.***								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark CM.CR NL.1	Benchmark CM.CR NM.1	Benchmark CM.CR NH.1	Benchmark CM.CR IL.1	Benchmark CM.CR IM.1	Benchmark CM.CR IH.1	Benchmark CM.CR AL.1	Benchmark CM.CR AM.1	Benchmark CM.CR AH.1
I can **notate simple rhythmic patterns** using a defined selection of **note** values.	I can **notate simple melodic patterns** using a defined selection of **pitch**es.	I can **notate musical ideas** using **musical symbols** to represent **pitch** and **rhythm**.	I can **arrange** a short song for my voice.	I can **arrange** a short song for two voices, using **harmony**.	I can **arrange** a short song for an **ensemble**, demonstrating an understanding of **voicing** and **texture**.	I can describe how I use **melody**, **rhythm**, and **harmony** to **compose** or **arrange** a work for a specific purpose.	I can collaborate with others to **compose** or **arrange** a musical work for a specific purpose.	I can **compose** short, original **musical ideas and works** using all the **elements of music** for a specific purpose.

Indicator CM.CR NL.1.1	Indicator CM.CR NM.1.1	Indicator CM.CR NH.1.1	Indicator CM.CR IL.1.1	Indicator CM.CR IM.1.1	Indicator CM.CR IH.1.1	Indicator CM.CR AL.1.1	Indicator CM.CR AM.1.1	Indicator CM.CR AH.1.1
I can recognize long and short sounds and identify simple **rhythm**s from **notation**.	I can create and recognize high and low sounds to represent some **pitches**.	I can sing a variety of **pitch**es and **rhythm**s and label a music **staff** with **clef** and **metric symbols**.	I can create a simple tune (**monophonic melody**) without accompaniment, within specified guidelines.	I can develop a simple tune with accompanying parts (**homophonic** work).	I can combine different voices to create various **tone colors** in my **arrangement**.	I can arrange **melodic** themes for specific purposes, using **arrangement** and **compositional** techniques.	I can sing in **ensemble**s, working with others to develop ideas as we **compose or arrange** a **composition.**	I can create **musical ideas and works** using **chord progressions** and **modulations**.
Indicator CM.CR NL.1.2	Indicator CM.CR NM.1.2	Indicator CM.CR NH.1.2	Indicator CM.CR IL.1.2	Indicator CM.CR IM.1.2	Indicator CM.CR IH.1.2	Indicator CM.CR AL.1.2	Indicator CM.CR AM.1.2	Indicator CM.CR AH.1.2
I can write music **rhythms** or sounds, using symbols.	I can write high and low notes on a music staff to represent **pitches**.	I can write **note** and **rest values** on a **music staff**.	I can create a melody using **rhythms** that are appropriate for the **time signature.**	I can develop an original **arrangement** of a traditional **canon** or **round**.	I can experiment with changes in **tone color**, creating variety and **contrast** through a combination of different voices.	I can use **compositional techniques** to **compose** works in a given musical **form**.	I can work with others to analyze **arrangements** and original **compositions** for improvements.	I can use characteristic **forms** of music to create a **choral composition** for a specific purpose.

Indicator CM.CR NL.1.3	Indicator CM.CR NM.1.3	Indicator CM.CR NH.1.3	Indicator CM.CR.1 IL.3	Indicator CM.CR IM.1.3	Indicator CM.CR IH.1.3	Indicator CM.CR AL.1.3	Indicator CM.CR AM.1.3	Indicator CM.CR.1 AH.3
I can identify same and different rhythm patterns.	I can identify same and different melodic **pattern**s.	I can write beats and **rhythms** within **measures**.	I can develop a melody using pitches that are appropriate for the tonality.	I can develop my song using I, IV, and V chord pro-gressions.	I can experiment with **non-chord tones and chord pro-gressions.**	I can compose short compositions in major and minor keys.	I can compose an original composition in **Four-Part Chorale Style**.	I can **compose** a choral **composition** with a variety of expressive devices.
Anchor Standard 2: *I can improvise music.*								
Benchmark CM.CR NL.2	Benchmark CM.CR NM.2	Benchmark CM.CR NH.2	Benchmark CM.CR IL.2	Benchmark CM.CR IM.2	Benchmark CM.CR IH.2	Benchmark CM.CR AL.2	Benchmark CM.CR AM.2	Benchmark CM.CR AH.2
I can **imitate** simple **rhythm patterns** within a given **meter**.	I can **imitate** simple **tonal patterns** within a given **tonality**.	I can **imitate** simple **melodic phrases** given simple **chord** changes.	I can **improvise** simple **rhythmic patterns** within a given **meter**.	I can **improvise** simple **tonal patterns** within a given **tonality**.	I can **improvise** simple **melodic phrases.**	I can perform a brief **improvisation** given a **chord progression** and **meter**.	I can perform an **improvisation** given a **motive**, **chord progression** and **meter**.	I can perform an extended **improvisation** with freedom and **expression** featuring **motivic** development within a given **tonality**, **meter**, and **style**.

Indicator CM.CR NL.2.1	Indicator CM.CR NM.2.1	Indicator CM.CR NH.2.1	Indicator CM.CR IL.2.1	Indicator CM.CR IM.2.1	Indicator CM.CR IH.2.1	Indicator CM.CR AL.2.1	Indicator CM.CR AM.2.1	Indicator CM.CR AM.2.1
I can **imitate rhythm** using a neutral **syllable** (shhh, ba, etc.)	I can produce one-phrase **responses** using two to three **pitches** on a neutral syllable (such as loo or la).	I can **imitate** simple **melodic phrases** given simple **chord progres-sions**.	I can **improvise** my own simple **rhythmic pattern** using a **neutral syllable**.	I can **improvise** my own simple **tonal patterns** on a **neutral syllable**.	I can identify **chord changes** to **improvise** a short **melody**.	I can **improvise** a short **passage** using only a **chord progression**.	I can perform an **improve-sation** on a given **motive**.	I can **improvise** an extended **unaccompani ed solo** within a given **tonality, meter, and style.**
Indicator CM.CR NL.2.2	Indicator CM.CR NM.2.2	Indicator CM.CR NH.2.2	Indicator CM.CR IL.2.2	Indicator CM.CR IM.2.2	Indicator CM.CR IH.2.2	Indicator CM.CR AL.2.2	Indicator CM.CR AM.2.2	Indicator CM.CR AH.2.2
I can **imitate rhythm** using a **ta-ka-di-mi** or a **counting system**.	I can echo simple **tonal patterns** using **solfege**.	I can **embellish** a given **melodic phrase** that corresponds with a simple **chord progression**.	I can **improvise** my own simple **rhythm patterns** using **ta-ka-di-mi** or a **counting system**.	I can improvise my own simple **tonal patterns** using **solfege**.	I can improvise simple **melodic phrases** that correspond with **chord progression s** in an unfamiliar song.	I can **improvise** a short **passage** in an established **meter**.	I can improvise an **extended passage** using only a **chord progression.**	I can improvise freely within a given **tonality**, **meter**, and **style**, responding to **aural** cues from other members of an **ensemble**.

Artistic Processes: Performing- *I can perform a variety of music with fluency and expression.*								
Anchor Standard 3: *I can produce a well-developed tone quality.*								
Benchmark CM.P NL.3	Benchmark CM.P NM.3	Benchmark CM.P NH.3	Benchmark CM.P IL.3	Benchmark CM.P IM.3	Benchmark CM.P IH.3	Benchmark CM.P AL.3	Benchmark CM.P AM.3	Benchmark CM.P AH.3
I can produce a steady, free tone on a comfortable **pitch**.	I can produce a steady, free tone within a limited **range**.	I can produce a steady, free tone while singing in tune.	I can produce a centered tone in a comfortable **tessitura**.	I can produce a centered tone in some **tessituras** specific to my vocal **range**.	I can produce a centered tone in most **tessituras** specific to my vocal **range**.	I can produce a well-developed tone in all **tessituras** specific to my vocal **range**.	I can consistently produce a well-developed, vibrant tone across the entire **range** of my voice.	I can adjust tone color/timbre in response to stylistic demands and the musical needs of an **ensemble**.
Indicator CM.P NL.3.1	Indicator CM.P NM.3.1	Indicator CM.P NH.3.1	Indicator CM.P IL.3.1	Indicator CM.PIM.3.1	Indicator CM.P IM.3.1	Indicator CM.PAL.3.1	Indicator CM.PAM.3.1	Indicator CM.P AH.3.1
I can sing some simple **pattern**s alone and with others.	I can identify and sing in my **head** and **chest voices**.	I can **blend** my voice with others singing in tune in my **head voice.**	I can sing with a resonant, centered, and free tone in **harmony**.	I can sing my assigned part in tune with appropriate **tone quality, resonance** and **vocal timbre**.	I can sing 2-3 part songs with centered **tone quality**, in tune, while demonstrating **dynamic** changes.	I can sing with a well-developed tone, some 3-4 part songs, demonstrating balance **and intonation,** by adjusting my voice to conductor's cues.	I can sing alone and within a 3-4 part **ensemble**, singing with well-developed **tone quality** while maintaining **balance and intonation.**	I can manipulate the **tone quality** of my voice to reflect the stylistic demands of a piece of music.

Indicator CM.P NL.3.2	Indicator CM.P NM.3.2	Indicator CM.P NH.3.2	Indicator CM.P IL.3.2	Indicator CM.P IM.3.2	Indicator CM.P IH.3.2	Indicator CM.P AL.3.2	Indicator CM.P AM.3.2	Indicator CM.P AH.3.2
I can demonstrate correct singing **posture**.	I can sing songs based on the **pentatonic scale**.	I can sing in tune with breath support.	I can sing in tune my assigned part with clear **tone quality**, using **breath control** and correct **posture.**	**I can sing with a centered tone and a steady tempo.**	**I can sing 2-3 part songs with centered tone quality, in tune, while demonstrating articulation changes.**	I can sing with a well-developed tone, incorporating all **musical symbols**, **tempo and** expressive indications.	I can sing with well-developed **tone quality** and increased vocal **technique**.	I can sing in a variety of languages with well-developed **tone quality**, making needed adjustments in **vocal technique.**
Anchor Standard 4: ***I can perform with technical accuracy and expression.***								
Benchmark CM.P NL.4	Benchmark CM.P NM.4	Benchmark CM.P NH.4	Benchmark CM.P IL.4	Benchmark CM.P IM.4	Benchmark CM.P IH.4	Benchmark CM.P AL.4	Benchmark CM.P AM.4	Benchmark CM.P AH.4
I can speak, **chant**, sing, and move to demonstrate awareness of **beat**.	I can speak, **chant**, sing and move to demonstrate awareness of **beat**, **tempo, dynamics**, and **melodic direction**.	I can sing expressively, alone or in groups, matching **dynamic** levels and responding to the cues of a conductor.	I can sing expressively with appropriate **dynamics** and **phrasing**.	I can sing expressively with appropriate **dynamics, phrasing**, and **interpreta-tion**.	I can sing while interpreting my conductor's cues in order to perform with **expression** and technical accuracy.	I can sing with increased fluency and **expression** a varied **repertoire/ genre** of choral music.	I can sing with increased fluency and **expression** in small and large **ensembles** a varied **repertoire/ genre** of choral music.	I can sing with increased fluency and **expression** from memory varied **repertoire/ genres** of choral music.

Indicator CM.P NL.4.1	Indicator CM.P NM.4.1	Indicator CM.P NH.4.1	Indicator CM.P IL.4.1	Indicator CM.P IM.4.1	Indicator CM.P IH.4.1	Indicator CM.P AL.4.1	Indicator CM.P AM.4.1	Indicator CM.P AH.4.1
I can speak, **chant** to the **beat**.	I can demonstrate different **tempo** markings when singing and moving to the **beat**.	I can demonstrate **dynamic** levels in response to a conductor.	I can sing, observing a variety of **dynamic** markings in songs.	I can interpret a conductor's **dynamic** and **phrasing cues** when singing.	I can interpret a conductor's gesture with **rhythmic** and **melodic** precision music from diverse **genre**s.	I can sing with **rhythmic** and **melodic** precision	I can interpret a conductor's gesture in a varied **repertoire** of music.	I can enhance the expressive quality of my performance through singing from memory.
Indicator CM.P NL.4.2	Indicator CM.P NM.4.2	Indicator CM.P NH.4.2	Indicator CM.P IL.4.2	Indicator CM.P IM.4.2	Indicator CM.P IH.4.2	Indicator CM.P AL.4.2	Indicator CM.P AM.4.2	Indicator CM.P AH.4.2
I can sing and move to the **beat**.	I can demonstrate **dynamic** levels when singing and moving to the **beat**.	I can respond to a conductor's gradual **dynamic** cues when singing.	I can sing, observing **phrasing** suggestions and markings in music.	I can sing, observing **phrasing** markings and **breathing** appropriate-ly alone and in groups.	I can **interpret** a conductor's **dynamic**, **articulation** , and **phrasing** cues.	I can sing observing **dynamics**, **articulation, and phrasing**, in the **style** of the music.	I can interpret a conductor's gestures appropriate to the **genre**.	I can sing **a cappella** vocal selections from memory.

Anchor Standard 5: ***I can perform using music notation.***								
Benchmark CM.P NL.5	Benchmark CM.P NM.5	Benchmark CM.P NH.5	Benchmark CM.P IL.5	Benchmark CM.P IM.5	Benchmark CM.P IH.5	Benchmark CM.P AL.5	Benchmark CM.P AM.5	Benchmark CM.P AH.5
I can identify music **notation** symbols representing simple familiar tonal and **rhythm pattern**s and tunes.	I can read and perform **tonal and rhythmic patterns** using **music notation**.	I can read and perform simple unfamiliar and familiar songs using music **notation**.	I can identify music **notation,** symbols representing an expanded set of **tonal, rhythmic, technical, and expressive ideas**.	I can perform at sight simple unfamiliar musical works.	I can use a system to fluently **sight-read** moderately complex **melodies** in **treble and bass clefs**.	I can perform at sight complex unfamiliar musical works with accuracy.	I can perform at sight complex unfamiliar musical works with accuracy and appropriate **expression/ interpreta-tion**.	I can perform at sight complex unfamiliar musical works with accuracy, appropriate **expression/ interpreta-tion** and fluency.

Indicator CM.P NL.5.1	Indicator CM.P NM.5.1	Indicator CM.P NH.5.1	Indicator CM.P IL.5.1	Indicator CM.P IM.5.1	Indicator CM.P IH.5.1	Indicator CM.P AL.5.1	Indicator CM.P AM.5.1	Indicator CM.P AH.5.1
I can use non-traditional notation to identify **pitches** in a **clef**.	I can sing **tonal pattern**s using a **sight-reading system**.	I can perform simple unfamiliar **rhythm pattern**s using music **notation**.	I can identify **sharps**, **flats**, **naturals**, and simple **key signatures.**	I can perform at sight simple unfamiliar musical works with accurate **pitch**es.	I can perform at sight moderately complex unfamiliar musical works with accurate **pitch**es.	I can perform at sight complex unfamiliar musical works with accurate **pitch**es	I can perform at sight complex unfamiliar musical works with correction **articulation**.	I can perform at sight complex unfamiliar works with fluency.
Indicator CM.P NL.5.2	Indicator CM.P NM.5.2	Indicator CM.P NH.5.2	Indicator CM.P IL.5.2	Indicator CM.P IM.5.2	Indicator CM.P IH.5.2	Indicator CM.P AL.5.2	Indicator CM.P AM.5.2	Indicator CM.P AH.5.2
I can identify **note** values.	I can identify basic **time signatures**.	I can perform simple unfamiliar tonal **pattern**s using music **notation**.	I can sight-read **stepwise tonic** (do, re, mi, fa, so) **pattern**s and **simple meter** based (2/4, 3/4, 4/4) **rhythm**ic **pattern**s.	I can **sight read** using **reading systems** such as **ta-ka-di-mi, Gordon**, **count singing**, and **neutral syllables** to unfamiliar melodies with **tonic triad skips.**	I can **notate** intermediate **note values** and **time signatures**.	I can sight read using multiple **reading systems (ta-ka-di-mi and Gordon, count singing, neutral syllables**) in my music.	I can identify advanced **note values** and **time signatures** that represent smaller **beat subdivisions** in my music.	I can **notate** advanced **values** and **time signatures** that represent **syncopation** and smaller **beat subdivisions** in my music.

Indicator CM.P NL.5.3	Indicator CM.P NM.5.3	Indicator CM.PNH.5.3	Indicator CM.P IL.5.3	Indicator CM.P IM.5.3	Indicator CM.P IH.5.3	Indicator CM.P AL.5.3	Indicator CM.PAM.5.3	Indicator CM P AH.5.3
I can identify simple familiar **rhythm pattern**s with correspond-ing **notation**.	I can sing using **eighth, quarter, half and whole notes and rests.**	I can sing in **unison** and **simple 2-part music**.	I can identify advanced **note** values and **time signatures** that represent **syncopation** and smaller beat subdivisions in my music.	I can apply basic **tempo markings** in my music.	I can apply intermediate **tempo markings** in my music.	I can identify the use of advanced **tempo** markings in my music.	I can analyze the use of advanced **tempo** markings in my music.	I can justify the use of advanced **tempo** markings in my music.
Indicator CM.P NL.5.4	Indicator CM.P NM.5.4	Indicator CM.P NH.5.4	Indicator CM.P IL.5.4	Indicator CM.P IM.5.4	Indicator CM.P IH.5.4	Indicator CM.P AL.5.4	Indicator CM.P AM.5.4	Indicator CM.P AH.5.4
I can identify simple familiar tonal **patterns** with correspond-ing **notation**.	I can sing a variety of **tempos** in music.	I can sing simple **patterns** in multiple **tonalities**.	I can identify expressive markings in my music.	I can apply **expressive markings** in my music.	I can apply advanced **expressive** markings in my music.	I can identify **technical, expressive, and formal markings** in my music.	I can analyze the **technical, expressive, and formal markings** in my music.	I can justify the **technical, expressive, and formal markings** in my music.

Artistic Processes: Responding- *I can respond to musical ideas as a performer and listener.*								
Anchor Standard 6: *I can analyze music.*								
Benchmark CM.R NL.6	Benchmark CM.R NM.6	Benchmark CM.R NH.6	Benchmark CM.R IL.6	Benchmark CM.R IM.6	Benchmark CM.R IH.6	Benchmark CM.R AL.6	Benchmark CM.R AM.6	Benchmark CM.R AH.6
I can identify the **elements of music**, instrument families, and **voice types**.	I can identify and apply basic music symbols and terminology.	I can identify **pattern**s in music, recognize basic musical forms, and identify criteria of a musical performance.	I can describe how the **elements of music** are used to communicate ideas and evoke emotional responses in myself and others.	I can identify and explain how the **elements of music** are used in a variety of **genre**s to determine my personal preferences.	I can evaluate a performance and offer constructive suggestions for improvement using provided criteria.	I can analyze a **composition** or performance and offer constructive suggestions for improvement using provided criteria.	I can analyze and critique **composition**s and performances from a variety of **genre**s, cultures and time periods using personally developed criteria.	I can justify my criteria for evaluating music works and performances based on personal and collaborative research.

Indicator CM.R NL.6.1	Indicator CM.R NM.6.1	Indicator CM.R NH.6.1	Indicator CM.R IL.6.1	Indicator CM.R IM.6.1	Indicator CM.R IH.6.1	Indicator CM.R AL.6.1	Indicator CM.R AM.6.1	Indicator CM.R AH.6.1
I can identify **rhythm, dynamics, pitch, harmony, tone color, texture, and form.**	I can identify basic music symbols and terms in written music.	I can recognize **pattern**s in the music that I hear.	I can explain how music elements are used to communicate ideas.	I can identify how the **melody**, **harmony**, **rhythm**, **timbre, texture, form**, and **expressive elements** are different in varying **genre**s of music.	I can identify advanced **musical symbols**, **key signatures**, and **complex meter.**	I can identify forms used in varying cultures and historical periods.	I can describe character-istics of a variety of musical forms.	I can justify my **interpreta-tion** of a musical work based on the **elements of music.**
Indicator CM.R NL.6.2	Indicator CM.R NM.6.2	Indicator CM.R NH.6.2	Indicator CM.R IL.6.2	Indicator CM.R IM.6.2	Indicator CM.R IH.6.2	Indicator CM.R AL.6.2	Indicator CM.R AM.6.2	Indicator CM.R AH.6.2
I can identify instrument families in the symphony orchestra.	I can apply my knowledge of musical symbols and terminology to a performance.	I can identify common **forms** such as **call and response, verse and refrain, ABA.**	I can describe how the **elements of music** affect the mood of a song.	I can describe common elements found in various **genre**s of music.	I can explain why advanced musical symbols, **key signature**s, and complex **meter** are used in music.	I can describe stylistic qualities of music from different cultures and time periods.	I can identify **key signature** changes and modulations in relation to form.	I can justify the performance decisions in a variety of musical works.

Indicator CM.R NL.6.3	Indicator CM.R NM.6.3	Indicator CM.R NH.6.3	Indicator CM.R IL.6.3	Indicator CM.R IM.6.3	Indicator CM.R IH.6.3	Indicator CM.R AL.6.3	Indicator CM.R AM.6.3	Indicator CM.R AH.6.3
I can identify different **voice types.**	I can identify characteristics of a performance that I like/dislike.	I can identify criteria for a music performance.	I can use the **elements of music** to describe my emotional response to a music performance.	I can use the **elements of music** to describe why I like particular **genre**s.	I can use the elements of music to offer suggestions for improve-ment.	I can describe stylistic qualities of music from different historical periods and cultures and offer suggestions for improvement of my performance.	I can describe stylistic qualities of music from different historical periods and how it applies to my instrument.	I can justify my evaluation of musical works from different historical periods and cultures based on my personal and collaborative research.
Anchor Standard 7: *I can evaluate music.*								
Benchmark CM.R NL.7	Benchmark CM.R NM.7	Benchmark CM.R NH.7	Benchmark CM.R IL.7	Benchmark CM.R IM.7	Benchmark CM. IH.7	Benchmark CM.R AL.7	Benchmark CM.R AM.7	Benchmark CM.R AH.7
I can show my personal interest in musical perform-ances of others.	I can describe my personal interest in music performances using music terminology.	I can list some criteria to describe my interest in music performances using music terminology.	I can describe the quality of music performances using provided criteria.	I can describe my evaluation of a performance to others.	I can describe the quality of my performances and my **composi-tions**.	I can analyze performances and **compositions**, offering suggestions for improvement using provided criteria.	I can **analyze** and critique **compositions** and performances using personally-developed criteria.	I can justify my criteria for evaluating musical works and performances based on personal and collaborative research.

Indicator CM.R NL.7.1	Indicator CM.R NM.7.1	Indicator CM.R NH.7.1	Indicator CM.R IL.7.1	Indicator CM.R IM.7.1	Indicator CM.R IH.7.1	Indicator CM.R AL.7.1	Indicator CM.R AM.7.1	Indicator CM.R AH.7.1
I can recognize some **elements of music,** such as **loud/soft, fast/slow.**	I can define basic music terminology using my own words.	I can describe some of the **elements of music.**	I can define all the **elements of music.**	I can identify specific criteria I use when I critique others' performances.	I can compare my performance to the performance of others.	I can communicate feedback for personal performances and **compositions**.	I can **analyze** personal **compositions** and provide criteria for improvement.	I can explain criteria used for evaluation.
Indicator CM.P NL.7.2	Indicator CM.P NM.7.2	Indicator CM.P NH.7.2	Indicator CM.P IL.7.2	Indicator CM.P IL.7.2	Indicator CM.P IH.7.2	Indicator CM.P AL.7.2	Indicator CM.P AM.7.2	Indicator CM.P AH.7.2
I can discuss my preference for a piece of music.	I can identify characteristics of a performance that I like/dislike.	I can identify some criteria for music performance.	I can describe the characteristics of a quality performance using musical terms.	I can use the **elements of music** to evaluate a composition.	I can use the **elements of music** to evaluate my performance or the performance of others.	I can present my evaluation of a formal or informal performance.	I can analyze performances and provide criteria for improvement.	I can justify artistic decisions used in **compositions** and performances.

Artistic Processes: Connecting- *I can connect musical ideas and works to personal experience, careers, culture, history, and other disciplines.*								
Anchor Standard 8: ***I can examine music from a variety of stylistic and historical periods and cultures.***								
Benchmark CM.C NL.8	Benchmark CM.C NM.8	Benchmark CM.C NH.8	Benchmark CM.C IL.8	Benchmark CM.C IM.8	Benchmark CM.C IH.8	Benchmark CM.C AL.8	Benchmark CM.C AM.8	Benchmark CM.C AH.8
I can recognize musical selections from some cultures and time periods.	I can identify musical selections from a specific culture and a historical time period.	I can identify musical selections from multiple cultures and/or historical time periods.	I can examine relationships among musical selections from multiple cultures and/or historical time periods.	I can research the role of music within a specific culture or historical time period and present what I discovered.	I can modify a musical work using characteristics from a culture or time period.	I can examine contemporary musical works to determine the influence of historical and cultural traditions.	I can analyze a diverse repertoire of music from a cultural or historical time period.	I can examine and perform music based on historical and cultural contributions.
Indicator CM.C NL.8.1	Indicator CM.C NM.8.1	Indicator CM.P NH.8.1	Indicator CM.C IL.8.1	Indicator CM.C IM.8.1	Indicator CM.C IH.8.1	Indicator CM.C AL.8.1	Indicator CM.C AM.8.1	Indicator CM.C AH.8.1
I can recognize that all cultures perform music.	I can recognize similar **elements of music** in a specific culture.	I can identify similar **elements of music** in different cultures.	I can examine music from multiple cultures and time periods.	I can research a specific culture/time period and perform a song from that culture/time period.	I can change a musical work using the **elements of music** from a culture or time period.	I can explain specific cultural and historical traditions and infuse these ideas into my music.	I can select musical elements in **contemporary** music that reflect cultural and historical influences.	I can use historical and cultural contributions to justify my musical choices.

Anchor Standard 9: ***I can relate music to other arts disciplines, content areas and career path choices.***								
Benchmark CM.C NL.9	Benchmark CM.C NM.9	Benchmark CM.C NH.9	Benchmark CM.C IL.9	Benchmark CM.C IM.9	Benchmark CM.C IH.9	Benchmark CM.C AL.9	Benchmark CM.C AM.9	Benchmark CM.C AH.9
I can explore choral music concepts among arts disciplines other content areas and related careers.	I can recognize choral music concepts among arts disciplines, other content areas, and related careers.	I can apply choral music concepts to arts disciplines, other content areas, and related careers.	I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied to a career in music.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied to a career in music.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in music careers.	I can apply concepts among arts disciplines and other content areas to choral music and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values and location influence music and the need for music related careers.	I can research societal political and cultural issues as they relate to other arts and content areas and apply to my role as a musician.
Indicator CM.C NL.9.1	Indicator CM.C NM.9.1	Indicator CM.C NH.9.1	Indicator CM.C IL.9.1	Indicator CM.C IM.9.1	Indicator CM.C IH.9.1	Indicator CM.C AL.9.1	Indicator CM.C AM.9.1	Indicator CM.C AH.9.1
I can identify the relationship between music and another subject in my school.	I can demonstrate a relationship between music and another subject in my school.	I can demonstrate and describe the relationship between music and a concept from another subject in my school.	I can apply music concepts to other arts disciplines and content areas.	I can examine the relationship between music and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my music.	I can explain ideas from other arts disciplines and content areas through music.	I can explain how my artistic choices are influenced by cultural and social values.	I can analyze complex ideas that influence my artistic perspective and creative work.

Indicator CM.C NL.9.2	Indicator CM.C NM.9.2	Indicator CM.C NH.9.2	Indicator CM.C IL.9.2	Indicator CM.C IM.9.2	Indicator CM.C IH.9.2	Indicator CM.C AL.9.2	Indicator CM.C AM.9.2	Indicator CM.C AH.9.2
I can identify and discuss examples of musicians in my community.	I can identify life skills necessary for a music career.	I can identify specific careers in music.	I can demonstrate and describe the skills needed for careers in music.	I can examine the educational requirements needed for a variety of careers in music.	I can research skills needed for various music careers.	I can describe traditional and emerging careers in music.	I can pursue opportunities that will lead me to a career in music.	I can research my personal career choices in the arts.

Novice Choral Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new ideas.*		
Anchor Standard 1: ***I can arrange and compose music.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark CM.CR NL.1	Benchmark CM.CR NM.1	Benchmark CM.CR NH.1
I can **notate simple rhythmic patterns** using a defined selection of **note** values	I can **notate simple melodic patterns** using a defined selection of **pitch**es.	I can **notate musical ideas** using **musical symbols** to represent **pitch** and **rhythm**.
Indicator CM.CR NL.1.1	Indicator CM.CR NM.1.1	Indicator CM.CR NH.1.1
I can recognize long and short sounds and identify simple **rhythm**s from **notation**.	I can create and recognize high and low sounds to represent some **pitches**.	I can sing a variety of **pitch**es and **rhythm**s and label a music **staff** with **clef** and **metric symbols**.
Sample Learning Targets • I can echo **rhythm**ic **patterns** on a neutral syllable. • I can echo **rhythm**ic **syllables** on ta-ka-di-mi or other **sight-reading system**. • I can...	***Sample Learning Targets*** • I can echo tonal **patterns** on a neutral syllable. • I can echo tonal **pattern**s on a **Kodaly** or **solfege** syllable. • I can...	***Sample Learning Targets*** • I can identify a **treble** and **bass clef**. • I can identify simple **time signatures** (2/4, 3/4, 4/4) • I can identify **compound time signatures** (6/8, 9/8,12/8) • I can…

Indicator CM.CR NL.1.2	Indicator CM.CR NM.1.2	Indicator CM.CR NH.1.2
I can write music **rhythms** or sounds, using symbols.	I can write high and low notes on a music staff to represent **pitches**.	I can write **note** and **rest values** on a **music staff**.
Sample Learning Targets • I can **notate quarter notes/rests and eighth notes/rests** using **non-traditional notation.** • I can **notate quarter notes/rests and eighth notes/rests** using traditional **notation**. • I can...	***Sample Learning Targets*** • I can **notate line** and **space** notes. • I can **notate** using **ledger lines.** • I can...	***Sample Learning Targets*** • I can **notate quarter and half, notes** on a music **staff** with stems going the correct direction. • I can **notate eighth** notes on a music **staff** with stems and flags going the correct direction. • I can...
Indicator CM.CR NL.1.3	Indicator CM.CR NM.1.3	Indicator CM.CR NH.1.3
I can identify same and different rhythm patterns.	I can identify same and different melodic **pattern**s	I can write beats and **rhythms** within **measures**.
Sample Learning Targets • I can use symbols to notate four beat rhythm patterns. • I can recognize the difference between long and short sounds. • I can…	***Sample Learning Targets*** • I can identify **skips** and **leaps**. • I can identify repeated **patterns** and **pitches**. • I can trace a melodic line. • I can...	***Sample Learning Targets*** • I can **notate** a four-measure **rhythm** within a simple **time signature**. • I can create a four-measure **composition** with music **notation** software. • I can….

Anchor Standard 2: *I can improvise music.*		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark CM.CR NL.2	Benchmark CM.CR NM.2	Benchmark CM.CR NH.2
I can **imitate** simple **rhythm patterns** within a given **meter**.	I can **imitate** simple **tonal patterns** within a given **tonality**.	I can **imitate** simple **melodic phrases** given simple **chord** changes.
Indicator CM.CR NL.2.1	Indicator CM.CR NM.2.1	Indicator CM.CR NH.2.1
I can **imitate rhythm** using neutral **syllables** (shhh, ba, etc.).	I can produce one-phrase **responses** using two to three **pitches** on a neutral syllable (such as loo or la).	I can **imitate** simple **melodic phrases** given simple **chord progressions**.
Sample Learning Targets • I can echo four-beat **rhythm pattern**s on a **neutral syllable** while **patsching** a steady **beat**. • I can clap a one-phrase response using quarter notes and eighth notes. • I can...	***Sample Learning Targets*** • I can sing a one-phrase response using two-three **pitch**es with **major tonality**. • I can sing a one-phrase response using two to three **pitch**es with a **minor tonality**. • I can...	***Sample Learning Targets*** • I can identify by ear the **tonic major triad** in a familiar song. • I can identify by ear the tonic **minor** triad in a familiar song. • I can...

Indicator CM.CR NL.2.2	Indicator CM.CR NM.2.2	Indicator CM.CR NH.2.2
I can **imitate rhythm** using a **ta-ka-di-mi** or a **counting system**.	I can echo simple **tonal patterns** using **solfege**.	I can **embellish** a given **melodic phrase** that corresponds with a simple **chord progression**.
Sample Learning Targets • I can chant four-beat **rhythm patterns** on **ta-ka-di-mi or counting system** while **patsch**ing a steady beat. • I can clap a four-beat **rhythm** pattern. • I can...	***Sample Learning Targets*** • I can echo sing a **tonic triad major** tonal **pattern** on **solfege**. • I can echo sing a **tonic triad minor** tonal **pattern** on **solfege**. • I can echo sing **tonic-dominant major** tonal **pattern**s on **solfege**. • I can echo sing **pentatonic** tonal patterns on **solfege**. • I can…	***Sample Learning Targets*** • I can use **rhythmic syllables** to embellish a familiar **melody** in simple **meter**. • I can use **passing tones** to embellish a familiar **melody** over a simple **chord progression**. • I can use a music **loop** app to improvise a basic **rhythmic pattern** over a generated **pattern**. • I can…

Artistic Processes: Performing- *I can perform a variety of music with fluency and expression.*		
Anchor Standard 3: ***I can produce a well-developed tone quality.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark CM.P NL.3	Benchmark CM.P NM.3	Benchmark CM.P NH.3
I can produce a steady, free tone on a comfortable **pitch**.	I can produce a steady, free tone within a limited **range**.	I can produce a steady, free tone while singing in tune.
Indicator CM.P NL.3.1	Indicator CM.P NM.3.1	Indicator CM.P NH.3.1
I can sing some simple **pattern**s alone and with others.	I can identify and sing in my **head** and **chest voices**.	I can **blend** my voice with others singing in tune in my **head voice.**
Sample Learning Targets • I can echo sing some sol-mi **pattern**s. • I can sing the response in a **call and response** song. • I can match **pitch** when I sing a simple song. I can sing through a simple **phrase** without taking a breath. • I can sing on **pitch** high/low. • I can…	***Sample Learning Targets*** • I can sing **sirens**, **sighs**, **lip trills**. • I can sing a **major scale**. • I can sing **vocal** warm-ups moving by **half-step**s. • I can identify head and chest voice by listening to performance examples. • I can...	***Sample Learning Targets*** • I can produce a light, clear tone while singing different dynamic levels. (Ex. Not shouting when you sing **forte**). • I can sing with a **lifted soft palate**. • I can…

Indicator CM.P NL.3.2	Indicator CM.P NM.3.2	Indicator CM.P NH.3.2
I can demonstrate correct singing **posture**.	I can sing songs based on the **pentatonic scale**.	I can sing in tune with breath support.
Sample Learning Targets • I can stand with knees slightly bent, feet shoulder width apart, my ribcage lifted, relaxed shoulders, and chin parallel with the floor. • I can sit with both feet on the floor, on the edge of my chair, my ribcage lifted, relaxed shoulders, and chin parallel with the floor. • I can…	***Sample Learning Targets*** • I can sing in unison a **folk song** based on the **pentatonic scale**. • I can sing vocal warm-ups based on the pentatonic scale. • I can...	***Sample Learning Targets*** • I can sing with soft palate lifted. • I can take a low **diaphragmatic breath.** • I can…

Anchor Standard 4: *I can perform with technical accuracy and expression.*

Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark CM.P NL.4	Benchmark CM.P NM.4	Benchmark CM.P NH.4
I can speak, **chant**, sing and move to demonstrate awareness of **beat**.	I can speak, **chant**, sing, and move to demonstrate awareness of **beat**, **tempo, dynamics**, and **melodic direction**.	I can sing expressively, alone or in groups, matching **dynamic** levels and responding to the cues of a conductor.

Indicator CM.P NL.4.1	Indicator CM.P NM.4.1	Indicator CM.P NH.4.1
I can speak, **chant** to the **beat**.	I can demonstrate different **tempo** markings when singing and moving to the **beat**.	I can demonstrate **dynamic** levels in response to a conductor.
Sample Learning Targets • I can play **chanting** games. • I can echo **chant pattern**s. • I can **patsch** the beat while I chant. • I can...	***Sample Learning Targets*** • I can demonstrate **adagio** in a **chant** while walking to the **beat**. • I can demonstrate **allegro** in singing while walking to the **beat**. • I can...	***Sample Learning Targets*** • I can sing **forte** in response to a conductor's gesture. • I can sing piano in a large ensemble in response to a conductor's gesture. • I can describe dynamics by symbol located in my music score. • I can...
Indicator CM.P NL.4.2	Indicator CM.P NM.4.2	Indicator CM.P NH.4.2
I can sing and move to the **beat**.	I can demonstrate **dynamic** levels when singing and moving to the **beat**.	I can respond to a conductor's gradual **dynamic** cues when singing.
Sample Learning Targets • I can play traditional singing games. • I can skip, hop, and jump to the beat. • I can...	***Sample Learning Targets*** • I can sing **forte** while **patsching** the **beat**. • I can sing a **crescendo** while **patsch**ing the beat. • I can…	***Sample Learning Targets*** • I can respond to my conductor's cues by singing a **crescendo**. • I can respond to my conductor's curs by singing a **decrescendo**. • I can...

Anchor Standard 5: ***I can perform using music notation.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark CM.P NL.5	Benchmark CM.P NM.5	Benchmark CM.P NH.5
I can identify music **notation** symbols representing simple familiar tonal and **rhythm pattern**s and tunes.	I can read and perform **tonal and rhythmic patterns** using **music notation**.	I can read and perform simple unfamiliar and familiar songs using music **notation**.
Indicator CM.P NL.5.1	Indicator CM.P NM.5.1	Indicator CM.P NH.5.1
I can use non-traditional notation to identify **pitches** in a **clef**.	I can sing **tonal pattern**s using a **sight-reading system**.	I can perform simple unfamiliar **rhythm pattern**s using music **notation**.
Sample Learning Targets • I can use pictures/objects to identify high and low pitches. • I can use my hands to identify *so* and *mi*. • I can...	***Sample Learning Targets*** • I can sing music examples using **solfège** and **Kodaly**. • I can sing *so*, *mi*, and *la* in a music example. • I can sing *so*, *mi*, and *do* in a music example. • I can...	***Sample Learning Targets*** • I can chant an unfamiliar four-beat **rhythm pattern** presented in **notation**, in a familiar **meter**. • I can clap an unfamiliar four-beat rhythm pattern presented in notation, in a familiar meter. • I can...

Indicator CM.P NL.5.2	Indicator CM.P NM.5.2	Indicator CM.P NH.5.2
I can identify **note** values.	I can identify basic **time meters**.	I can perform simple unfamiliar tonal **pattern**s using music **notation**.
Sample Learning Targets • I can identify **quarter**, **eighth**, **half**, and whole notes in a familiar song. • I can identify strong and weak **beats** in music. • I can...	***Sample Learning Targets*** • I can sing music examples in **simple meter(2/4, 3/4 and 4/4)** • I can identify the meter signature of a familiar song. • I can...	***Sample Learning Targets*** • I can perform *so, mi,* and *la* tonal **patterns** presented in **notation**, in a familiar **tonality**. • I can perform *so, mi,* and *do* tonal **patterns** presented in **notation**, in a familiar **tonality**. • I can...
Indicator CM.P NL.5.3	Indicator CM.P NM.5.3	Indicator CM.P NH.5.3
I can identify simple familiar **rhythm pattern**s with corresponding **notation**.	I can sing using **eighth, quarter, half and whole notes and rests.**	I can sing in **unison** and **simple 2-part music**.
Sample Learning Targets • I can match the correct **notation** with a familiar four-beat **rhythm pattern** presented to me **aural**ly. • I can select the correct **notation** to represent a familiar four-beat **rhythm pattern** presented **aural**ly. • I can match the correct notation with a familiar rhythm presented to me aurally. • I can...	***Sample Learning Targets*** • I can perform a familiar four-beat **rhythm pattern** presented in **notation**. • I can perform a familiar four-beat **tonal pattern** presented in **notation**. • I can...	***Sample Learning Targets*** I can sing a simple folk song in unison with and without accompaniment. • I can sing in a round or canon. • I can...

Indicator CM.P NL.5.4	Indicator CM.P NM.5.4	Indicator CM.P NH.5.4
I can identify simple familiar tonal **patterns** with corresponding **notation**.	I can sing a variety of **tempos** in music.	I can sing simple **patterns** in multiple **tonalities**.
Sample Learning Targets • I can match the correct **notation** with a familiar three-**pitch** tonal **pattern** presented to me **aurally**. • I can select the correct **notation** to represent a familiar three-**pitch** tonal **pattern** presented to me **aurally**. • I can...	***Sample Learning Targets*** I can perform **accelerando** and ritardando in a song. I can perform sudden tempo changes in a song. • I can...	***Sample Learning Targets*** • I can sing **pitches** in **major** and **minor.** • I can sing pitches in **pentatonic patterns.** • I can...

Artistic Processes: Responding - *I can respond to musical ideas as a performer and listener.*

Anchor Standard 6: ***I can analyze music*.**

Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark CM.R NL.6	Benchmark CM.R NM.6	Benchmark CM.R NH.6
I can identify the **elements of music**, instrument families, and **voice types**.	I can identify and apply basic music symbols and terminology.	I can identify **pattern**s in music, recognize basic musical forms, and identify criteria of a musical performance.

Indicator CM.P NL.6.1	Indicator CM.P NM.6.1	Indicator CM.P NH.6.1
I can identify **rhythm, dynamics, pitch, harmony, tone color, texture and form.**	I can identify basic music symbols and terms in written music.	I can recognize **pattern**s in the music that I hear.
Sample Learning Targets • I can identify high and low **pitches**. • I can move to show fast and slow **tempos** in music. • I can demonstrate the **steady pulse** of music that I hear using **body percussion**. • I can...	***Sample Learning Targets*** • I can match **dynamic** symbols to **dynamics** terms. • I can define basic **tempo** terms. • I can...	***Sample Learning Targets*** • I can identify moments of repetition in music that I hear. • I can identify when a **melodic theme** returns in a different **section** of a piece of music. • I can...
Indicator CM.P NL.6.2	Indicator CM.P NM.6.2	Indicator CM.P NH.6.2
I can identify instrument families in the symphony orchestra.	I can apply my knowledge of musical symbols and terminology to a performance.	I can identify common **forms** such as **call and response, verse and refrain,** and **ABA.**
Sample Learning Targets • I can identify which instrument family is playing the **melody**. • I can classify instruments into families. • I can...	***Sample Learning Targets*** • I can sing a simple song in ***allegro***, ***andante,*** and ***adagio*** **tempos**. • I can move to show **dynamic** changes in music. • I can...	***Sample Learning Targets*** • I can describe musical differences between the **verse and refrain form.** • I can recognize and label the A **section** and B **section** of a piece of music that I see. • I can recognize the difference between the **call and response section**s of a song. • I can...

Indicator CM.P NL.6.3	Indicator CM.P NM.6.3	Indicator CM.P NH.6.3
I can identify different **voice types.**	I can identify characteristics of a performance that I like/dislike.	I can identify criteria for a music performance.
Sample Learning Targets • I can use my speaking, calling, whispering and singing voices. • I can recognize male and female voices. • I can…	***Sample Learning Targets*** • I can use my own words to describe my favorite part of a musical performance. • I can discuss how I feel when I hear sudden **dynamic** and **tempo** changes in music. • I can...	***Sample Learning Targets*** • I can evaluate music performances using music terminology. • I can list specific criteria when evaluating music performances. • I can...

Anchor Standard 7: *I can evaluate music*.

Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark CM.P NL.7	Benchmark CM.P NM.7	Benchmark CM.P NH.7
I can show my personal interest in musical performances of others.	I can describe my personal interest in music performances using music terminology.	I can list some criteria to describe my interest in music performances using music terminology.

Indicator CM.P NL.7.1	Indicator CM.P NM.7.1	Indicator CM.P NH.7.1
I can recognize some **elements of music,** such as **loud/soft, fast/slow.**	I can define basic music terminology using my own words.	I can describe some of the **elements of music.**
Sample Learning Targets • I can move to show changes in **tempo**. • I can point up high when I hear high sounds, and point down low when I hear low sounds. • I can use my own words to discuss what I hear in a song. • I can...	***Sample Learning Targets*** • I can identify basic musical terms such soft and loud sounds. • I can describe my feelings about a performance using my own words. • I can...	***Sample Learning Targets*** • I can describe the difference between **melody and harmony** in music. • . • I can identify **pitch** and **rhythm** changes. • I can...
Indicator CM.P NL.7.2	Indicator CM.P NM.7.2	Indicator CM.P NH.7.2
I can discuss my preference for a piece of music.	I can identify characteristics of a performance that I like/dislike.	I can identify some criteria for music performance.
Sample Learning Targets • I can talk about sounds I enjoy in a piece of music. • I can draw a picture showing how a piece of music makes me feel. • I can...	***Sample Learning Targets*** • I can use my own words to describe my favorite part of a musical performance. • I can discuss how I feel when I hear sudden **tempo** and **dynamic** changes in music. • I can....	***Sample Learning Targets*** • I can describe the tone quality of a singer's voice. • I can describe the choral blend and balance within an ensemble. • I can...

Artistic Processes: Connecting - *I can connect musical ideas and works to personal experience, careers, culture, history and other disciplines.*

Anchor Standard 8: ***I can examine music from a variety of stylistic and historical periods and cultures.***

Novice Low	**Novice Mid**	**Novice High**
Benchmark CM.P NL.8	Benchmark CM.P NM.8	Benchmark CM.P NH.8
I can recognize musical selections from some cultures and time periods.	I can identify musical selections from a specific culture and a historical time period.	I can identify musical selections from multiple cultures and/or historical time periods.
Indicator CM.P NL.8.1	Indicator CM.P NM.8.1	Indicator CM.P NH.8.1
I can recognize that all cultures perform music.	I can recognize similar **elements of music** in a specific culture.	I can identify similar **elements of music** in different cultures.
Sample Learning Targets I can sing a patriotic song. • I can recognize historical/ cultural events in my community where choral music is performed. • I can...	***Sample Learning Targets*** • I can recognize that **call and response** is a type of **form** in African-American music. • I can recognize syncopated patterns in Latin music. • I can...	***Sample Learning Targets*** • I can sing a song in **AB form** from America, such as "Yankee Doodle, and find a similar AB **form** in a song from Australia, such as "Waltzing Matilda." • I can use technology (YouTube recordings and choral websites) to identify different choral **genre**s. • I can...

Anchor Standard 9: ***I can relate music to other arts disciplines, other content areas, and career path choices.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark CM.P NL.9	Benchmark CM.P NM.9	Benchmark CM.P NH.9
I can explore choral music concepts among arts disciplines, other content areas, and related careers.	I can recognize choral music concepts among arts disciplines, other content areas, and related careers.	I can apply choral music concepts to arts disciplines, other content areas, and related careers.
Indicator CM.C NL.9.1	Indicator CM.C NM.9.1	Indicator CM.C NH.9.1
I can identify the relationship between music and another subject in my school.	I can demonstrate a relationship between music and another subject in my school.	I can demonstrate and describe the relationship between music and a concept from another subject in my school.
Sample Learning Targets • I can sing high and low **pitches** in "Star Light, Star Bright," and I can point to high and low images in Van Gogh's *Starry Night.* • I can identify rhyming words in a song. • I can...	***Sample Learning Targets*** • I can count in beats of four while moving to folk songs in 4/4 meter. • I can describe the relationship between sound waves and pitch. • I can…	***Sample Learning Targets*** • I can research the history of the Underground Railroad and discuss how this history is reflected in the African-American song, "Follow the Drinking Gourd." • I can find **repeat**ed **rhythm**s (**ostinati**) in a song, and find repeated stanzas in a poem. • I can…

Indicator CM.C NL.9.2	Indicator CM.C NM.9.2	Indicator CM.C NH.9.2
I can identify and discuss examples of musicians in my community.	I can identify life skills necessary for a music career.	I can identify specific careers in music.
Sample Learning Targets • I can discuss the sounds/songs I hear at a football game. • I can list places where I have seen musicians perform. • I can identify musicians in my community (**choir** director, church singer). • I can...	***Sample Learning Targets*** • I can describe proper performer and audience behavior for a concert. • I can work with others to improve my performance. • • I can…	***Sample Learning Targets*** • I can use an internet search engine to locate arts businesses who employ musicians, (such as **theater**s, music stores, university arts departments, churches). • I describe music careers of community members. • I can…

Intermediate Choral Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new ideas.*

Anchor Standard 1:*I can arrange and compose music.*

Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark CM.CR IL.1	Benchmark CM.CR IM.1	Benchmark CM.CR IH.1
I can **arrange** a short song for my voice.	I can **arrange** a short song for two voices, using **harmony**.	I can **arrange** a short song for an **ensemble**, demonstrating an understanding of voicing and **texture**.
Indicator CM.CR IL.1.1	Indicator CM.CR IM.1.1	Indicator CM.CR IH.1.1
I can create a simple tune (**monophonic melody**) without accompaniment, within specified guidelines.	I can develop a simple tune with accompanying parts (**homophonic** work).	I can combine different voices to create various **tone colors** in my **arrangement**.
Sample Learning Targets I can create an eight measure melody using pitches from the pentatonic scale. • I can create an eight measure melody using the pitches *do, re, mi, fa, so.* • I can...	***Sample Learning Targets*** • I can create a **melodic ostinato pattern** to accompany my **melody**. • I can create a **rhythmic accompaniment** on a **percussion** instrument to **accompany** my **melody**. • I can...	• ***Sample Learning Targets*** • I can **arrange** a song for SA voices. • I can **arrange** a song for SAB voices. • I can...

Indicator CM.CR IL.1.2	Indicator CM.CR IM.1.2	Indicator CM.CR IH.1.2
I can create a melody using **rhythms** that are appropriate for the **time signature.**	I can develop an original **arrangement** of a traditional **canon** or **round**.	I can experiment with changes in **tone color**, creating variety and **contrast** through a combination of different voices.
Sample Learning Targets • I can embellish my short **song** using **pitch**es from **tonic triad** and **quarter and eighth notes/rests**. • I can create a melody in **duple meter**. • I can create a melody in **triple meter.** • I can...	***Sample Learning Targets*** • I can create an original **arrangement** of a **canon** for a small **ensemble** of 2 primary voice parts. • I can write an original round that ends on a **tonic triad**. • I can...	***Sample Learning Targets*** • I can compare and contrast a **SSA** and **SAB arrangement**s of the same song. • I can compare and contrast **SATB** and **TTBB arrangements** of the same song. • I can...
Indicator CM.CR.1 IL.3	Indicator CM.CR IM.1.3	Indicator CM.CR IH.1.3
I can develop a **melody** using **pitch**es that are appropriate for the **tonality**.	I can develop my song using I, IV, and V **chord progressions**.	I can experiment with **non-chord tones** and **chord progressions.**
Sample Learning Targets • I can write an eight-measure **melody** using **pitch**es from a **major scale**. • I can write an eight-measure **melody** using **pitch**es from a **minor scale**. • I can…	***Sample Learning Targets*** • I can provide an eight-measure **accompaniment** using I and V **chord progressions.** • I can write a **melody** over a I, IV, V **chord progression.** • I can…	***Sample Learning Targets*** • I can manipulate tones to create a **plagal cadence** and a **perfect authentic cadence**. • I can use **notation** software to **arrange phrase**s and basic **chord progression**s. • I can…

Anchor Standard 2: *I can improvise music.*		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark CM.CR IL.2	Benchmark CM.CR IM.2	Benchmark CM.CR IH.2
I can **improvise** simple **rhythmic patterns** within a given **meter**.	I can **improvise** simple **tonal patterns** within a given **tonality**.	I can **improvise** simple **melodic phrases.**
Indicator CM.CR IL.2.1	Indicator CM.CR IM.2.1	Indicator CM.CR IH.2.1
I can **improvise** my own simple **rhythmic pattern** using a **neutral syllable**.	I can **improvise** my own simple **tonal patterns** on a **neutral syllable**.	I can identify **chord changes** to **improvise** a short **melody**.
Sample Learning Targets • I can **improvise** a four-beat **rhythm pattern** while **patsching** a steady beat in 4/4 **meter**. • I can **improvise** a six-beat **rhythm pattern** on a neutral syllable while **patsching** a steady **beat** in ¾ **meter**. • I can...	***Sample Learning Targets*** • I can **improvise** a three-**note** tonic triad **pattern** in a **major** key on a neutral syllable. • I can **improvise** a three-**note dominant** triad **pattern** in a **major key** on a neutral syllable. • I can **improvise** a three-**note** tonic triad **pattern** in a **minor** key on a neutral syllable. • I can...	***Sample Learning Targets*** • I can identify different **chord pattern**s on a staff line. • I can write a I, IV, V **chord progression** using **notation**. • I can...

Indicator CM.CR IL.2.2	Indicator CM.CR IM.2.2	Indicator CM.CR IH.2.2
I can **improvise** my own simple **rhythm patterns** using **ta-ka-di-mi** or a **counting system**.	I can **improvise** my own simple **tonal patterns** using **solfege**.	I can **improvise** simple **melodic phrases** that correspond with **chord progressions** in an unfamiliar song.
Sample Learning Targets • I can **improvise** a four-beat **rhythm pattern** using **ta-ka-di-mi** while **patsching** a steady beat in 4/4 **meter**. • I can **improvise** a six-beat **rhythm pattern** using ta-ka-di-mi while **patsch**ing a steady beat in ¾ **meter**. • I can...	***Sample Learning Targets*** • I can improvise a three-note **tonic triad pattern** in a **major key** on **solfege syllables**. • I can **improvise** a three-**note** dominant triad **pattern** in a **major** key on **solfege syllables**. • I can **improvise** a three-**note tonic triad pattern** in a **minor** key on **solfege syllables**. • I can...	***Sample Learning Targets*** • I can **improvise** a **melodic phrase** over a given **chord progression** in a **major tonality**. • I can **improvise** a **melodic phrase** over a given **chord progression** in a **minor tonality**. • I can use **electronic musical tools** to **mix or arrange** music within a given **chord progression**. • I can...

Artistic Processes: Performing- *I can perform a variety of music with fluency and expression.*

Anchor Standard 3: ***I can produce a well-developed tone quality.***

Intermediate **Low**	**Intermediate** **Mid**	**Intermediate** **High**
Benchmark CM.P IL.3	Benchmark CM.P IM.3	Benchmark CM.P IH.3
I can produce a centered tone in a comfortable **tessitura**.	I can produce a centered tone in some **tessituras** specific to my vocal range.	I can produce a centered tone in most **tessituras** specific to my vocal **range**.

Indicator CM.P IL.3.1	Indicator CM.PIM.3.1	Indicator CM.P IM.3.1
I can sing with a resonant, centered, and free tone in **harmony**.	I can sing my assigned part in tune with appropriate **tone quality, resonance** and **vocal timbre**.	I can sing two- and three-part songs with centered **tone quality**, in tune, while demonstrating **dynamic** changes.
• I can match **pitch** when I sing a simple round. • I can sing a 2-part song with a centered tone. • I can sing a 2-part song with **blend**ed vowel formation between the voice parts. • I can…	• I can sing **ostinati, partner songs, rounds** and **two-part** music while maintaining **proper vowel formation,** and **head voice**. • I can sing my assigned part in **a cappella** music in rehearsal and performance settings. • I can sing **ostinati, partner songs, rounds** and **two-part** music with clear **tone quality.** • I can….	• I can sing two- and three-**part** music, maintaining correct **intonation**, **breath support,** and **vocal timbre**. • I can demonstrate appropriate **diction** by **articulating** clarity of consonants and purity of vowels. • I can sing **forte** without shouting. • I can…
Indicator CM.P IL.3.2	Indicator CM.P IM.3.2	Indicator CM.P IH.3.2
I can sing in tune my assigned part with clear **tone quality**, using **breath control** and correct **posture.**	I can sing with a centered **tone** and a steady **tempo**.	I can sing two- and three-part songs with centered **tone quality**, in tune, while demonstrating **articulation** changes.
Sample Learning Targets • I can sing the **alto** part in a SSA arrangement with clear **tone quality, breath control**, and correct **posture**. • I can sing the **tenor** part in a TTB arrangement with clear **tone quality, breath control**, and correct **posture**. • I can…	***Sample Learning Targets*** • I can perform with a centered **tone** while singing **allegro**. • I can perform with a centered **tone** while singing **largo.** • I can…	***Sample Learning Targets*** • I can sing **staccato** in a two part song with a centered **tone** quality**.** • I can perform an accent in a three-part song with a centered **tone** quality. • I can…

Anchor Standard 4: *I can perform with technical accuracy and expression.*

Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark CM.P IL.4	Benchmark CM.P IM.4	Benchmark CM.P IH.4
I can sing expressively with appropriate **dynamics** and **phrasing**.	I can sing expressively with appropriate **dynamics, phrasing**, and **interpretation**.	I can sing while interpreting my conductor's cues in order to perform with **expression** and technical accuracy.
Indicator CM.P IL.4.1	Indicator CM.P IM.4.1	Indicator CM.P IH.4.1
I can sing, observing a variety of **dynamic** markings in songs.	I can interpret a conductor's **dynamic** and **phrasing cues** when singing.	I can interpret a conductor's gesture with **rhythmic** and **melodic** precision.
• I can sing a **crescendo** and a **decrescendo notate**d in music. • I can sing a **sforzando**. • I can...	• I can observe my **conductor's cue** to **lift** and **breathe** in a **phrase** of music. • I can observe my conductor's cue to observe a **fermata**. • I can...	• I can interpret my **conductor's cues** to sing with accurate **rhythmic division** and **subdivision of beat**. • I can **interpret** my conductor's gesture to balance other **voice parts** in my **ensemble**. • I can.
Indicator CM.P IL.4.2	Indicator CM.P IM.4.2	Indicator CM.P IH.4.2
I can sing, observing **phrasing** suggestions and markings in music.	I can sing, observing **phrasing** markings and **breathing** appropriately alone and in groups.	I can **interpret** a conductor's **dynamic**, **articulation**, and **phrasing** cues.
Sample Learning Targets • I can observe **legato** markings in music. • I can observe a **tenuto** marking in music. • I can...	***Sample Learning Targets*** • I can observe a breath mark when **notate**d in my music. • I can stagger breathe in a long **phrase** with other singers in my **section**. • I can…	***Sample Learning Targets*** • I can observe my director's cues to sing with **marcato**. • I can sing **phrases** of irregular length by following my **conductor**'s cues.

Anchor Standard 5: ***I can perform using music notation.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark CM.P IL.5	Benchmark CM.P IM.5	Benchmark CM.P IH.5
I can identify music **notation** symbols representing an expanded set of **tonal, rhythmic, technical, and expressive ideas**.	I can perform at sight simple unfamiliar musical works.	I can use a system to fluently **sight-read** moderately complex **melodies** in **treble and bass clefs**.
Indicator CM.P IL.5.1	Indicator CM.P IM.5.1	Indicator CM.P IH.5.1
I can identify **sharps**, **flats**, **naturals**, and simple **key signatures.**	I can perform at sight simple unfamiliar musical works with accurate **pitch**es.	I can perform at sight moderately complex unfamiliar musical works with accurate **pitch**es.
• I can identify basic **key signatures** and locate *do* on the staff. • I can identify **accidentals** in my **score**. • I can...	• I can read a **two-part music score.** • I can use **solfege** to read two-part songs including **skips** of **tonic triad**. • I can...	• I can read a **three-par**t **music score**. • I can use **solfege** to read three-part **music** including **skips** of **tonic and dominant triads.** • I can...

Indicator CM.P IL.5.2	Indicator CM.P IM.5.2	Indicator CM.P IH.5.2
I can sight-read **stepwise tonic** (do, re, mi, fa, so) **pattern**s and **simple meter** based (2/4/, 3/4/, 4/4) **rhythm**ic **pattern**s.	I can **sight read** using **reading systems** such as **ta-ka-di-mi, Gordon**, **count singing**, and **neutral syllables** to unfamiliar melodies with **tonic triad skips.**	I can **notate** intermediate **note values** and **time signatures**.
Sample Learning Targets • I can use **numbers**, **rhythm syllables,** or **count singing** to **sight-read rhythms** for my voice part. • I can use **numbers, tonal syllables,** or **count singing** to **sight-read pitches** for my voice part. • I can...	***Sample Learning Targets*** • I can read **rhythm patterns** including **basic divided beat** in my music using **reading systems** (**ta-ka-di-mi, Gordon syllables** etc.). • I can read **tonal** patterns including **tonic triad skips** using **solfege**. • I can...	***Sample Learning Targets*** • I can **notate rhythm** including **extension dots** in **music notation software**. • I can notate rhythm patterns using compound **meter** in music notation software. • I can...
Indicator CM.P IL.5.3	Indicator CM.P IM.5.3	Indicator CM.P IH.5.3
I can identify advanced **note** values and **time signatures** that represent **syncopation** and smaller beat subdivisions in my music.	I can apply basic **tempo markings** in my music.	I can apply intermediate **tempo markings** in my music.
Sample Learning Targets • I can identify and count **syncopated rhythm pattern**s. • I can identify and count **sixteenth note pattern**s. • I can...	***Sample Learning Targets*** • I can read a **rhythm**ic **passage** and apply the term **adagio**. • I can sing a **melodic** phrase and apply the term **moderato**. • I can...	***Sample Learning Targets*** • I can perform a **rhythmic passage** and apply the term **prestissimo**. • I can perform a melodic phrase and apply the term **con brio**. • I can...

Indicator CM.P IL.5.4	Indicator CM.P IM.5.4	Indicator CM.P IH.5.4
I can identify expressive markings in my music.	I can apply **expressive markings** in my music.	I can apply advanced **expressive markings** in my music.
Sample Learning Targets • I can label **dolce** markings in my music. • I can label **cantible** markings in my music. • I can...	***Sample Learning Targets*** • I can sing a **melodic passage** with ***dolce*** expression. • I can sing **cantible** in a **melodic** passage. • I can...	***Sample Learning Targets*** • I can sing a **melodic passage** with ***bel canto*** **expression**. • I can sing a melodic passage with **gracioso** expression. • I can…
Artistic Processes: Responding - *I can respond to musical ideas as a performer and listener.*		
Anchor Standard 6: ***I can analyze music.***		
Intermediate **Low**	**Intermediate** **Mid**	**Intermediate** **High**
Benchmark CM.R IL.6	Benchmark CM.R IM.6	Benchmark CM.R IH.6
I can describe how the **elements of music** are used to communicate ideas and evoke emotional responses in others and myself.	I can identify and explain how the **elements of music** are used in a variety of **genre**s to determine my personal preferences.	I can evaluate a performance and offer constructive suggestions for improvement using provided criteria.

Indicator CM.R IL.6.1	Indicator CM.R IM.6.1	Indicator CM.R IH.6.1
I can explain how music elements are used to communicate ideas.	I can identify how the **melody**, **harmony**, **rhythm**, **timbre**, **texture**, **form**, and expressive elements are different in varying **genre**s of music.	I can identify advanced **musical symbols**, **key signature**s, and **complex meter.**
Sample Learning Targets • I can explain why a **composer** chose to use certain **dynamic** and **tempo** markings in a piece of music. • I can explain why the Armed Forces Medley is in 4/4 time. • I can explain why a sea chantey or work song has a strong driving beat. • I can…	***Sample Learning Targets*** • I can describe how **harmony** is different in **jazz** music as opposed to hip-hop music. • I can describe how the use of the **elements of music** can be used to determine a specific **genre**. • I can...	***Sample Learning Targets*** • I can identify **articulation marks, ornaments.** • I can identify **key signature**s, **accidentals**, as they appear in music. • I can...
Indicator CM.R IL.6.2	Indicator CM.R IM.6.2	Indicator CM.R IH.6.2
I can describe how the **elements of music** affect the mood of a song.	I can describe common elements found in various **genre**s of music.	I can explain why advanced musical symbols, **key signature**s, and complex **meter** are used in music.
Sample Learning Targets • I can talk about the effect of a **minor melody** on my emotional response to a piece of music. • I can explain why a lullaby is sung softly and slowly. • I can...	***Sample Learning Targets*** • I can find a 12-bar **blues** progression in a Rock and Roll song from the 1950s. • I can find examples of **Improvisation** in bluegrass and rap music. • I can…	***Sample Learning Targets*** • I can explain how **tonality** is used to affect the mood of a song. • I can explain how **meter** and **modulation** is used to affect the mood of a song. • I can…

Indicator CM.R IL.6.3	Indicator CM.R IM.6.3	Indicator CM.R IH.6.3
I can use the **elements of music** to describe my emotional response to a music performance.	I can use the **elements of music** to describe why I like particular **genre**s.	I can use the elements of music to offer suggestions for improvement.
Sample Learning Targets • I can discuss vocal timbre and how it affects the mood of a song. I can critically listen to music performances and use the elements of music to describe my opinion. • I can…	***Sample Learning Targets*** • I can critically listen to different **genre**s of music and use the elements of music to explain which **genre**s are my favorite. • I can compare and contrast two **genres** of music. • I can…	***Sample Learning Targets*** • I can listen to a recording of an ensemble and critique vocal technique. • I can use a recording device to complete a self-critique. I can…
Anchor Standard 7: *I can evaluate music.*		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark CM.R IL.7	Benchmark CM.R IM.7	Benchmark CM. IH.7
I can describe the quality of music performances using provided criteria.	I can describe my evaluation of a performance to others.	I can describe the quality of my performances and my **compositions**.

Indicator CM.R IL.7.1	Indicator CM.R IM.7.1	Indicator CM.R IH.7.1
I can define all the **elements of music.**	I can identify specific criteria I use when I critique others' performances.	I can compare my performance to the performance of others.
Sample Learning Targets • I can name all of the **elements of music.** • I can provide specific details about the different **elements of music.** • I can...	***Sample Learning Targets*** • I can identify criteria to create a rubric for my performance and the performance of others. • I can discuss with others which specific characteristics of their performance needed improvement. • I can...	***Sample Learning Targets*** • I can compare my own performance to the performance of others using rubric-based feedback from an adjudicator at a county, region, or state festival. • I can use a recording provided by an adjudicator at a county, region, or state festival to compare my performance to the performance of others. • I can...
Indicator CM.P IL.7.2	Indicator CM.P IL.7.2	Indicator CM.P IH.7.2
I can describe the characteristics of a quality performance using musical terms.	I can use the **elements of music** to evaluate a composition.	I can use the **elements of music** to evaluate my performance or the performance of others.
Sample Learning Targets • I can listen to music performances to determine if an **ensemble** maintained good **intonation.** • I can listen to music performances to determine if an **ensemble** maintained good **balance** and **blend**. • I can...	***Sample Learning Targets*** • I can select criteria for a rubric to assess a choral composition. • I can use the **elements of music** to describe the anticipated level of difficulty of a choral composition. • I can…..	***Sample Learning Targets*** • I can use a rubric to evaluate my own performance. • I can use a rubric to evaluate the performance of others and provide feedback. I can...

Artistic Processes: Connecting - *I can connect musical ideas and works to personal experience, careers, culture, history, and other disciplines.*

Anchor Standard 8: ***I can examine music from a variety of stylistic and historical periods and cultures.***

Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark CM.C IL.8	Benchmark CM.C IM.8	Benchmark CM.C IH.8
I can examine relationships among musical selections from multiple cultures and/or historical time periods.	I can research the role of music within a specific culture or historical time period and present what I discovered.	I can modify a musical work using characteristics from a culture or time period.
Indicator CM.P IL.8.1	Indicator CM.P IM.8.1	Indicator CM.P IH.8.1
I can identify similarities and differences in music from multiple cultures and time periods.	I can research a specific culture/ time period and perform a song from that culture/time period.	I can change a musical work using the **elements of music** from a culture or time period.
Sample Learning Targets • I can compare and contrast two songs from different time periods, such as tight harmonies in "Boogie Woogie Bugle Boy," by the Andrews Sisters in the 1940s, to single **melodic** line in "Big Yellow Taxi," by Joni Mitchell in the 1970s. • I can compare and contrast a **classical** piece from an **oratorio** with a modern **octavo** written by a **contemporary composer**. • I can use music terms to compare the stylistic differences in a **classical choir** and modern **choir**.	***Sample Learning Targets*** • I can research a **composer** in music history and perform his/her work in the **style** pertaining to that time period. • I can research the role of the "Star Spangled Banner" in various settings and time periods since it was adopted as our National Anthem in 1931. • I can read an informational text and perform a song from that time period. • I can…	***Sample Learning Targets*** • I can change the interpretation of a **Bach Chorale** by adding elements of jazz music. • I can change the interpretation of a spiritual by adding elements of a classical style. • I can...

Anchor Standard 9: ***I can relate music to other arts disciplines, other content areas, and career path choices.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark CM.C IL.9	Benchmark CM.C IM.9	Benchmark CM.C IH.9
I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied to a career in music.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied to a career in music.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in music careers.
Indicator CM.C IL.9.1	Indicator CM.C IM.9.1	Indicator CM.C IH.9.1
I can apply music concepts to other arts disciplines and content areas.	I can examine the relationship between music and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my music.
Sample Learning Targets • I can compare and contrast the **elements of music** to the elements and principles of art. • I can perform a choral piece based on a piece of creative writing, such as "Inscription of Hope," and then change the **dynamics** of the piece.. • I can...	***Sample Learning Targets*** • I can sing two- and three-part **harmony,** and create ways to display layering or thicker **texture** in arts classes (for example, making a quilt square for a class project). • I can examine the role of music in theatre. • I can examine the role of music in dance. • I can...	***Sample Learning Targets*** • I can use the elements of theatre to add expressive qualities to my performance of a Broadway song. I can use the elements of dance to choreograph a movement sequence for a choral work. • I can...

Indicator CM.C IL.9.2	Indicator CM.C IM.9.2	Indicator CM.C IH.9.2
I can demonstrate and describe the skills needed for careers in music.	I can examine the educational requirements needed for a variety of careers in music.	I can research skills needed for various music careers.
Sample Learning Targets • I can research skills needed for a variety of music careers. • I can investigate and report about music careers in SC. I can...	***Sample Learning Targets*** • I can name careers in music and research the requirements for the chosen career. • I can examine the requirements of a music producer. • I can identify college degree programs for music therapy. • I can…	***Sample Learning Targets*** • I can interview a person in an arts field to discover the music skills needed for that job. • I can research topics about careers in music that interest me. • I can…

Advanced Choral Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new ideas.*

Anchor Standard 1: ***I can arrange and compose music.***

Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark CM.CR AL.1	Benchmark CM.CR AM.1	Benchmark CM.CR AH.1
I can describe how I use **melody**, **rhythm**, and **harmony** to **compose** or **arrange** a work for a specific purpose.	I can collaborate with others to **compose** or **arrange** a musical work for a specific purpose.	I can **compose** short, original **musical ideas and works** using all the **elements of music** for a specific purpose.
Indicator CM.CR AL.1.1	Indicator CM.CR AM.1.1	Indicator CM.CR AH.1.1
I can arrange **melodic** themes for specific purposes, using **arrangement** and **composition**al techniques.	I can sing in **ensemble**s, working with others to develop ideas as we **compose or arrange** a **composition.**	I can create **musical ideas and works** using **chord progressions** and **modulations**.
Sample Learning Targets • I can use **diminution, retrograde, fragmentation, augmentation, permutation** to arrange a **composition**. • I can arrange a **melody** for a specific holiday. • I can…	***Sample Learning Targets*** • I can work with others to create a **multi-movement work**. • I can use technology to collaborate with team members while **composing/arranging** a **composition** • I can...	***Sample Learning Targets*** • I can **compose** a four-part choral piece in the **style** of a Bach **Chorale** utilizing appropriate **cadences** and **chord progressions**. • I **compose** in **sonata form** transforming a piece through **exposition**, development and **recapitulation**. • I can...

Indicator CM.CR AL.1.2	Indicator CM.CR AM.1.2	Indicator CM.CR AH.1.2
I can use **compositional techniques** to **compose** works in a given musical form.	I can work with others to analyze **arrangements** and original **compositions** for improvements.	I can use characteristic **forms** of music to create a **choral composition** for a specific purpose.
Sample Learning Targets • I can explain common **music forms**, (for example: **verse-refrain, AB, ABA,**). • I can use the **circle of fifths** to **compose** a work in **complementary keys**. • I can...	***Sample Learning Targets*** • I can use a recording to analyze the arrangements and original compositions of my peers for improvement. • I can use multiple recordings of my **composition**, in order to compare and contrast qualities of the performance areas that need improvement. • I can....	***Sample Learning Targets*** • I can use **verse and refrain** form to **compose** a **traditional hymn**. • I can use **ABA form** to **compose** a **popular-contemporary style** song. • I can...
Indicator CM.CR AL.1.3	Indicator CM.CR AM.1.3	Indicator CM.CR.1 AH.3
I can compose short compositions in major and minor keys.	I can compose an original composition in four-part **chorale style**.	I can **compose** a choral **composition** with a variety of expressive devices.
Sample Learning Targets • I can use a poem to create a sixteen-measure composition in a major key. • I can write a sixteen-measure composition in a minor key to accompany a dance. • I can…	***Sample Learning Targets*** • I can write an SATB arrangement of a traditional folk song. • I can use traditional voice leading composition techniques. • I can …	***Sample Learning Targets*** • I can use **tempo** to enhance **expression** in a **composition**. • I can use **dynamics** to enhance **expression** in a **composition**. • I can use **articulation** to enhance **expression** in a **composition**. • I can…

Anchor Standard 2: *I can improvise music.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark CM.CR AL.2	Benchmark CM.CR AM.2	Benchmark CM.CR AH.2
I can perform a brief **improvisation** given a **chord progression** and **meter**.	I can perform an **improvisation** given a **motive**, **chord progression** and **meter**.	I can perform an extended **improvisation** with freedom and **expression** featuring **motivic** development within a given **tonality**, **meter**, and **style**.
Indicator CM.CR AL.2.1	Indicator CM.CR AM.2.1	Indicator CM.CR AM.2.1
I can **improvise** a short **passage** using only a **chord progression**.	I can perform an **improvisation** on a given **motive**.	I can **improvise** an extended **unaccompanied solo** within a given **tonality**, **meter, and style.**
Sample Learning Targets • I can use **passing tones, and other non-harmonic tones** to **improvise** a short **passage** over a given **chord progression** in **major tonality**. • I can use **passing tones,** and other **non-harmonic tones** to **improvise** a short **passage** over a given **chord progression** in **minor tonality**. • I can...	***Sample Learning Targets*** • I can use **rhythmic variation, including augmentation and diminution,** to **improvise** on a given **motive**. • I can use **passing tones and use non-harmonic tones** to **improvise** on a given **motive**. • I can...	***Sample Learning Targets*** • I can **improvise** a **cadenza** • I can incorporate a **composer**'s **melodic and rhythmic motives** into my performance. • I can...

Indicator CM.CR AL.2.2	Indicator CM.CR AM.2.2	Indicator CM.CR AH.2.2
I can **improvise** a short **passage** in an established **meter**.	I can **improvise** an **extended passage** using only a **chord progression.**	I can **improvise** freely within a given **tonality**, **meter**, and **style**, responding to aural cues from other members of an **ensemble**.
Sample Learning Targets • I can use **rhythmic** variations to **improvise** a **solo** in 6/8 **meter**. • I can use **melodic** variations to improvise a solo in **cut-time**. • I can…	***Sample Learning Targets*** • I can use **rhythmic variations, passing tones, and other on-harmonic tones** to **improvise** an extended **passage** given a **chord progression**. • I can **improvise** an extended **melody** over a **repeat**ed **chord progression.** • I can use **rhythmic** variations to **improvise** a **solo** in duple (such as 2/4 or 4/4) and triple (such as 6/8 **meter**). • I can...	***Sample Learning Targets*** • I can **improvise** a **solo** incorporating and responding to **musical gestures/ideas as** performed by another member of my **ensemble**. • I can use **electronic musical tools** to **mix or arrange or improvise** music within a given **chord progression**. • I can...

Artistic Processes: Performing- *I can perform a variety of music with fluency and expression.*

Anchor Standard 3: ***I can produce a well-developed tone quality*****.**

Advanced **Low**	**Advanced** **Mid**	**Advanced** **High**
Benchmark CM.P AL.3	Benchmark CM.P AM.3	Benchmark CM.P AH.3
I can produce a well-developed tone in all **tessituras** specific to my vocal range.	I can consistently produce a well-developed, vibrant tone across the entire **range** of my voice.	I can adjust tone color/timbre in response to stylistic demands and the musical needs of an **ensemble**.

Indicator CM.P AL.3.1	Indicator CM.P AM.3.1	Indicator CM.P AH.3.1
I can sing with a well-developed tone, some three- and four-part songs, demonstrating balance **and intonation,** by adjusting my voice to conductor's cues.	I can sing alone and within a three- and four-part **ensemble**, singing with well-developed **tone quality** while maintaining **balance and intonation.**	I can manipulate the **tone quality** of my voice to reflect the stylistic demands of a piece of music.
Sample Learning Targets • I can sing "Hallelujah" by Leonard Cohen maintaining correct **balance and intonation,** making adjustments as needed. • I can sing in a quartet while maintaining balance and intonation within the ensemble. • I can...	***Sample Learning Targets*** • I can sing in an **ensemble** "City Called Heaven" by Moses Hogan giving **expression** while maintaining sensitivity to the vocal solo line. • I can prepare a vocal **solo** for a festival, scholarship audition or competitive event. • I can...	***Sample Learning Targets*** I can sing "O Fortuna" from Orff's "Carmina Burana" making adjustments in **tone quality** as needed. • I can sing "Sleep" by Eric Whitacre and demonstrate straight, pure tone singing. • I can...
Indicator CM.P AL.3.2	Indicator CM.P AM.3.2	Indicator CM.P AH.3.2
I can sing with a well-developed tone, incorporating all **musical symbols**, **tempo** and expressive indications.	I can sing with well-developed **tone quality** and increased vocal **technique**.	I can sing in a variety of languages with well-developed **tone quality**, making needed adjustments in **vocal technique.**
Sample Learning Targets • I can sing with a well-developed tone, while singing "Praise His Holy Name" by Keith Hampton maintaining **technique, dynamics, and tempo,** adjusting as needed. • I can perform Mozart's *Requiem* with an orchestra while observing the expressive indications of the Classical style. I can...	***Sample Learning Targets*** • I can sing in an **ensemble** "Elijah Rock" arranged by Emerson with well-developed tone, making adjustments as needed. • I can adjust my **tone quality** to match the stylistic demands of an **aria** or jazz ballad. • I can...	***Sample Learning Targets*** • I can sing "Esto les Digo" by Kinley Lange using correct vocal **technique** with and without **accompaniment**. • I can perform a German art song. • I can...

Anchor Standard 4: ***I can perform with technical accuracy and expression.***		
Advanced **Low**	**Advanced** **Mid**	**Advanced** **High**
Benchmark CM.P AL.4	Benchmark CM.P AM.4	Benchmark CM.P AH.4
I can sing with increased fluency and **expression** a varied **repertoire/genre** of choral music.	I can sing with increased fluency and **expression** in small and large **ensembles** a varied **repertoire/genre** of choral music.	I can sing with increased fluency and **expression** from memory varied **repertoire/genres** of choral music.
Indicator CM.P AL.4.1	Indicator CM.P AM.4.1	Indicator CM.P AH.4.1
I can sing with **rhythmic** and **melodic** precision music from diverse **genre**s.	I can interpret a conductor's gesture in a varied **repertoire** of music.	I can enhance the expressive quality of my performance through singing from memory.
Sample Learning Targets • I can apply swing **style** to a piece of **jazz** music. • I can sing polyphonic entrances in music with accuracy. • I can...	***Sample Learning Targets*** • I can **interpret** the **phrasing** gesture of my conductor in a traditional madrigal. • I can **interpret** the **dynamic** gesture of my conductor in ***sforzando*** at the end of a spiritual. • I can…	***Sample Learning Targets*** • I can **interpret** the gestures of my conductor while performing a South African Traditional **Folk song** from memory as an **ensemble** singer. • I can perform a recitative from the Classical period. • I can...

Indicator CM.P AL.4.2	Indicator CM.P AM.4.2	Indicator CM.P AH.4.2
I can sing observing **dynamics**, **articulation, phrasing**, the **style** of the music.	I can interpret a conductor's gestures appropriate to the **genre**.	I can sing **a cappella** vocal selections from memory.
Sample Learning Targets • I can perform a **Classical** piece of music with appropriate **dynamics, articulations** and **phrases**. • I can perform a **Baroque** piece of music with appropriate **dynamics**, **articulation** and **phrases**. • I can...	***Sample Learning Targets*** • I can interpret the gestures of my conductor that are specific to **jazz** music as an **ensemble** singer. • I can interpret the gestures of my **conductor** to balance my voice part in a **tone cluster** of **pitches**. • I can…	***Sample Learning Targets*** • I can memorize the technical demands of an **a Capella** piece of music as an **ensemble** singer. • I can use a recording device to assess myself singing an **a Capella** selection from memory. • I can...

Anchor Standard 5: *I can perform using music notation.*

Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark CM.P AL.5	Benchmark CM.P AM.5	Benchmark CM.P AH.5
I can perform at sight complex unfamiliar musical works with accuracy.	I can perform at sight complex unfamiliar musical works with accuracy and appropriate **expression/interpretation**.	I can perform at sight complex unfamiliar musical works with accuracy, appropriate **expression/interpretation**, and fluency.

Indicator CM.P AL.5.1	Indicator CM.P AM.5.1	Indicator CM.P AH.5.1
I can perform at sight complex unfamiliar musical works with accurate **pitch**es.	I can perform at sight complex unfamiliar musical works with correction **articulation**.	I can perform at sight complex unfamiliar works with fluency.
Sample Learning Targets • I can **sight-sing** an assigned part of the Schubert ***Mass** in G* with accurate **pitches and rhythms**. • I can sight-sing an assigned part of the Rutter *Gloria* with accurate pitches and rhythms. • I can...	***Sample Learning Targets*** • I can perform my voice part in a **SSAATTBB** piece of choral music. • I can perform a complex line of vocal percussion. • I can...	***Sample Learning Targets*** • I can independently perform my part in the Faure *Requiem* with accuracy. • I can follow the direction of the stems to determine my vocal line in a **closed score**. • I can...
Indicator CM.P AL.5.2	Indicator CM.P AM.5.2	Indicator CM.P AH.5.2
I can sight read using multiple **reading systems (ta-ka-di-mi and Gordon, count singing, neutral syllables**) in music.	I can identify advanced **note values** and **time signatures** that represent smaller **beat subdivisions** in my music.	I can **notate** advanced **values** and **time signatures** that represent **syncopation** and smaller **beat subdivisions** in my music.
Sample Learning Targets • I can read **rhythmic patterns** including **subdivision of the beat** in music using **reading systems (takadimi, Gordon syllables etc.).** • I can read rhythmic patterns including borrowed division of beat in music using reading systems. • I can...	***Sample Learning Targets*** • I can perform with accuracy **rhythm**ic **pattern**s including **compound meter,** • I can perform with accuracy subdivision of beat in music using reading systems. • I can...	***Sample Learning Targets*** • I can **notate** advanced **rhythmic and tonal patterns** using music notation software**.** • I can notate **syncopation** and smaller **beat subdivisions** using **music notation software**. • I can...

Indicator CM.P AL.5.3	Indicator CM.PAM.5.3	Indicator CM P AH.5.3
I can identify the use of advanced **tempo** markings in my music.	I can analyze the use of advanced **tempo markings** in my music.	I can justify the use of advanced **tempo** markings in my music.
Sample Learning Targets • I can identify a **composer's** selection of a specific **tempo marking i**n a piece of music. • I can define advanced tempo markings in a choral work. • I can...	***Sample Learning Targets*** • I can analyze **composer**'s selection of a specific **tempo marking** in a piece of music. • I can analyze advanced tempo markings to apply to my performance of a choral work. • I can...	***Sample Learning Targets*** • I can justify **composer**'s selection of a specific **tempo marking** in a piece of music. • I can justify the use of advanced tempo markings in a choral work. • I can...
Indicator CM.P AL.5.4	Indicator CM.P AM.5.4	Indicator CM.P AH.5.4
I can identify **technical, expressive, and formal markings** in my music.	I can analyze the **technical, expressive, and formal markings** in my music.	I can justify the **technical, expressive, and formal markings** in my music.
Sample Learning Targets • I can identify "Over the Rainbow" as **AABA form** and the effect on performance **expression**. • I can identify the need for embellishments in the return of the A section of a *Da Capo* aria. • I can...	***Sample Learning Targets*** • I can explain the use of **fugal form** in the Bach *Magnificat* and the effect on performance **expression** • I can apply embellishments in the return of the A section of a *Da Capo* aria. • I can…	***Sample Learning Targets*** • I can perform the Faure *Requiem* with appropriate performance **expression**. • I can justify and perform embellishments in the return of the A section of a *Da Capo* aria. • I can...

Artistic Processes: Responding - *I can respond to **musical idea**s as a performer and listener.*

Anchor Standard 6: *I can analyze music*.

Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark CM.R AL.6	Benchmark CM.R AM.6	Benchmark CM.R AH.6
I can analyze a **composition** or performance and offer constructive suggestions for improvement using provided criteria.	I can analyze and critique **composition**s and performances from a variety of **genre**s, cultures and time periods using personally developed criteria.	I can justify my criteria for evaluating music works and performances based on personal and collaborative research.
Indicator CM.R AL.6.1	Indicator CM.R AM.6.1	Indicator CM.R AH.6.1
I can identify forms used in varying cultures and historical periods.	I can describe characteristics of a variety of musical forms.	I can justify my **interpretation** of a musical work based on the **elements of music.**
Sample Learning Targets • I can explain the components of **sonata** form. • I can describe how **sonata form** differs in symphonic works versus instrumental works. • I can describe how various forms have evolved over time. • I can...	***Sample Learning Targets*** • I can explain the characteristics of musical forms and how they are similar and different. • I can describe how a particular **form** appears in different **genre**s of music. • I can compare and contrast characteristics of a variety of musical forms and describe the way these forms appear in **composition**s from varying **genre**s and **style**s. • I can...	***Sample Learning Targets*** • I can identify **harmonic** structure of the music I hear and perform. • I can describe how **harmonic** structure changes the mood of a piece of music. • I can identify specific performance decisions of different performers. • I can describe how performance decisions highlight the **form** and **harmonic** structure set forth by the **composer**. • I can...

Indicator CM.R AL.6.2	Indicator CM.R AM.6.2	Indicator CM.R AH.6.2
I can describe stylistic qualities of music from different cultures and time periods.	I can identify **key signature** changes and modulations in relation to form.	I can justify the performance decisions in a variety of musical works.
Sample Learning Targets • I can listen to music from different time periods and describe the differences in their **style**s. • I can identify an instrumental, expressive, and tonal quality that makes music from a specific culture unique. • I can list qualities of music from various historical periods. • I can...	***Sample Learning Targets*** • I can explain how modulations affect **harmonic** structure. • I can describe how a modulation bridges between **section**s in **sonata** form. • I can explain how modulations and **tonality** unify a musical work. • I can...	***Sample Learning Targets*** I can justify my performance decisions based on my **analysis** of the **elements of music** and their use in the appropriate historical period. • I can create a presentation based on my analysis of the **elements of music** and their use in a specific historical period. • I can...
Indicator CM.R AL.6.3	Indicator CM.R AM.6.3	Indicator CM.R AH.6.3
I can describe stylistic qualities of music from different historical periods and cultures and offer suggestions for improvement of my performance.	I can describe stylistic qualities of music from different historical periods and how it applies to my instrument.	I can justify my evaluation of musical works from different historical periods and cultures based on my personal and collaborative research.
Sample Learning Targets • I can describe stylistic qualities of music from the **Medieval** time period. • I can describe stylistic qualities of music from the Irish culture. • I can…	***Sample Learning Targets*** • I can apply stylistic qualities of music from the **Medieval** time period to my performance • I can apply stylistic qualities of Irish music to my performance. • I can…	***Sample Learning Targets*** • I can justify performance choices in a **Medieval** chant based on my personal and collaborative research. • I can justify my performance choices in an Irish song based on my personal and collaborative research. • I can...

Anchor Standard 7: *I can evaluate music*.		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark CM.R AL.7	Benchmark CM.R AM.7	Benchmark CM.R AH.7
I can analyze performances and **compositions**, offering suggestions for improvement using provided criteria.	I can **analyze** and critique **compositions** and performances using personally-developed criteria.	I can justify my criteria for evaluating musical works and performances based on personal and collaborative research.
Indicator CM.R AL.7.1	Indicator CM.R AM.7.1	Indicator CM.R AH.7.1
I can communicate feedback for personal performances and **composition**s.	I can **analyze** personal **compositions** and provide criteria for improvement.	I can explain criteria used for evaluation.
Sample Learning Targets • I can listen to my recorded performance using a technological device. • I can complete a rubric and evaluate my own **composition**. • I can formulate constructive feedback for my own personal performances using the **elements of music** as the basis for criteria of evaluation. • I can...	***Sample Learning Targets*** • I can provide criteria for improvement based on **composition** rules by developing a self-assessment rubric. • I can participate in a Skype or FaceTime with members of my **choir**, interacting with another **choir** and critiquing each other's performance of a similar song. • I can…	***Sample Learning Targets*** • I can develop criteria for the evaluation of music works and performances. • I can explain how the criteria for the evaluation of music works and performances were developed. • I can...

Indicator CM.P AL.7.2	Indicator CM.P AM.7.2	Indicator CM.P AH.7.2
I can present my evaluation of a formal or informal performance.	I can analyze performances and provide criteria for improvement.	I can justify artistic decisions used in **compositions** and performances.
Sample Learning Targets • I can evaluate and present feedback on the performance of others. • I can evaluate and present feedback on the **compositions** of others. • I can formulate feedback rubric for the performance of others using the **elements of music** as the basis for criteria of evaluation. • I can...	***Sample Learning Targets*** • I can analyze personal performances and those of others using a technological device. • I can provide criteria for improvement of my personal performances and those of others by creating a rubric based on the **elements of music**. • I can...	***Sample Learning Targets*** • I can determine what artistic elements are used in a music composition. • I can discuss why the artistic elements are important to that particular piece of music. • I can...

Artistic Processes: Connecting - *I can connect **musical ideas** and works to personal experience, careers, culture, history, and other disciplines.*

Anchor Standard 8: ***I can examine music from a variety of stylistic and historical periods and cultures*.**

Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark CM.C AL.8	Benchmark CM.C AM.8	Benchmark CM.C AH.8
I can examine contemporary musical works to determine the influence of historical and cultural traditions.	I can analyze a diverse repertoire of music from a cultural or historical time period.	I can examine and perform music based on historical and cultural contributions.

Indicator CM.C AL.8.1	Indicator CM.C AM.8.1	Indicator CM.C AH.8.1
I can explain specific cultural and historical traditions and infuse these ideas into my music.	I can select musical elements in **contemporary** music that reflect cultural and historical influences.	I can use historical and cultural contributions to justify my musical choices.
Sample Learning Targets • I can recognize historical and cultural influences in George Frederic Handel's **classical** music. • I can scat several measures of a **jazz** piece and discuss why I made specific choices in my **improvisation**. • I can…	***Sample Learning Targets*** • I can research the **Classical elements of music** found in John Rutter's "For the Beauty of the Earth." • I can listen for specific music elements in a choral work and decide which **composer** and/or time period the piece represents. • I can…	***Sample Learning Targets*** • I can justify why a particular **octavo** based on an American **folk song** (such as "Shenandoah") is often chosen for All-State competition (using musical terms such as **rhythm, melody, dynamics, form, tempo**, etc.) • I can justify the historical and cultural contributions of the American Spiritual. • I can...
Anchor Standard 9: ***I can relate music to other arts disciplines, other content areas, and career path choices.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark CM.C AL.9	Benchmark CM.C AM.9	Benchmark CM.C AH.9
I can apply concepts among arts disciplines and other content areas to choral music and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values and location influence music and the need for music related careers.	I can research societal political, and cultural issues as they relate to other arts and content areas and apply to my role as a musician.

Indicator CM.C AL.9.1	Indicator CM.C AM.9.1	Indicator CM.C AH.9.1
I can explain ideas from other arts disciplines and content areas through music.	. I can explain how my artistic choices are influenced by cultural and social values.	I can analyze complex ideas that influence my artistic perspective and creative work.
Sample Learning Targets • I can analyze the lyrics of a choral work and find a painting or drawing which reflects the lyrics. • I can research the Flamenco and the use of castanets in the dance and performance of "El Vito" by Jodi Jensen. • I can…	***Sample Learning Targets*** • I can explain the connections between the Vietnam War, political/social unrest and the music of the era. • I can explain the connections between the poetry of Langston Hughes, the art of William H. Johnson and Jazz music. • I can...	***Sample Learning Targets*** • I can analyze conflict and resolution during different time periods of the United States and the effect on popular music. • I can analyze the effect of mass genocide and the performance of the piece "Prayer of the Children" by Kurt Bestor. • I can…

Indicator CM.C AL.9.2	Indicator CM.C AM.9.2	Indicator CM.C AH.9.2
I can describe traditional and emerging careers in music.	I can pursue opportunities that will lead me to a career in music.	I can research my personal career choices in the arts.
Sample Learning Targets • I can identify the skills, training, and education necessary to pursue a career in music education. • I can identify the skills, training and education necessary to pursue a career in music therapy. • I can...	***Sample Learning Targets*** • I can conduct a survey comparing the number of arts careers available in rural, suburban and urban areas. • I can job shadow a professional in the music business industry. • I can identify college programs in choral music and compare them to other music degrees. • I can…	***Sample Learning Targets*** • I can conduct a survey, (using my digital device), comparing the number of arts careers available in a particular region of a country to arts careers available in my community. • I can personally interview or Skype/FaceTime local and national leaders in the music industry. • I can…

Choral Music Glossary

A Cappella Choral or vocal music performed without instrumental accompaniment.

AB Binary Form The most basic musical form in which two contrasting sections are present.

ABA Ternary Form A basic musical form consisting of three sections (A, B, and A), the third section being virtually identical to the first. If it is exactly identical, the third section often is not written out, the performer simply being directed to repeat the first section (usually marked da capo or D.C.), as in the da capo aria and minuet or scherzo with trio.

Accelerando Gradual increase of speed.

Accidentals A note of a pitch (or pitch class) that is not a member of the scale or mode indicated by the most recently applied key signature, including the sharp (♯), flat (♭), and natural (♮) symbols.

Accompaniment The additional but subordinate music used to support a melodic line.

Adagio Slow, leisurely, or solemn tempo.

Allegro Bright, cheerful or lively tempo.

Alto Second-highest vocal range.

Andante Moving along, flowing, at a walking pace.

Aria A long, accompanied song for a solo voice, typically one in an opera or oratorio.

Arrangement/Arrange Composition based on existing music (e.g., scoring for voices not used in the original piece, adding a percussion part to the original.

Articulation The manner or style in which the notes in a piece of music are sung.

Augmentation A melody, theme, or motif is presented in longer note-values than were previously used.

Aural By ear; without reference to or memorization of written music.

Baroque A genre of classical music of c. 1600-1750 which included composers such as Bach, Handel, and Vivaldi and has a heavy use of counterpoint and polyphony and conveyed drama and elaborate ornamentation.

Bass Lowest vocal range.

Bass Clef A symbol located at the beginning of a staff to indicate the pitches of the notes places on the lines and spaces below middle C.

Beat A main accent or rhythmic unit in music.

Bel Canto A lyrical style of operatic singing using a full rich broad tone and smooth phrasing.

Blend (Vowel Alignment) The combination of voices in group singing so that individual performers are indistinguishable.

Blues A kind of jazz that evolved from the music of African-Americans, especially work songs and spirituals, in the early 20th century.

Breath Support Efficient and appropriate use of the breath stream for phonation.

Cadence A sequence of notes or chords comprising the close of a musical phrase.

Cadenza A virtuoso solo passage inserted into a movement in a concerto or other work, typically near the end.

Call and Response The alternation of musical phrases between groups of musicians.

Canon/Round A composition for two or more voices in which one voice enters after another in exact imitation of the first.

Cantabile In a smooth, singing style.

Chant To recite musically.

Choir A group of singers who usually sing in parts with several voices on each part.

Chorale A musical composition (or part of one) consisting of or resembling a harmonized version of a simple, stately hymn tune.

Chord Three or more pitches sounded simultaneously or functioning as if sounded simultaneously.

Chord Progression (or harmonic progression)A series of musical chords.

Circle of Fifths The relationship among the 12 tones of the chromatic scale, their corresponding key signatures, and the associated major and minor keys.

Classical (1) Music written in the European tradition during a period lasting approximately from 1750 to 1830. (2) Homophonic texture, or an obvious melody with accompaniment. Melodies that tend to be almost voice-like and singable, allowing composers to actually replace singers as the focus of the music.

Con Brio Performed with vigor.

Closed Score A musical score in which two or more parts are put on the same staff.

Complementary Keys Keys sharing many common tones.

Compose To create a musical work or idea.

Composer A person who creates a musical work or idea.

Composition A musical work.

Compound Meter Beats are divided into three notes.

Concerto A musical composition for a solo instrument or instruments accompanied by an orchestra, especially one conceived on a relatively large scale.

Contemporary Music that can be understood as belonging to the period that started in the mid-1970s to early 1990s, which includes modernist, postmodern, neo-romantic, and pluralist music. However, the term may also be employed in a broader sense to refer to all post-1945 musical forms.

Count-Singing A choral rehearsal technique that involves singing the correct pitches, but replacing the lyrics with each note's position within a measure.

Crescendo A gradual increase in the loudness of a sound or section of music.

Cut Time A meter with two half-note beats per measure.

Decrescendo A gradual decrease in the loudness of a sound or section of music.

Diaphragmatic Breath Abdominal breathing, belly breathing or deep breathing; breathing that is done by contracting the diaphragm, a muscle located horizontally between the thoracic cavity and abdominal cavity. Air enters the lungs and the belly expands during this type of breathing.

Diction Enunciation. The clarity with which words are spoken or sung.

Diminution A melody, theme, or motifs presented in shorter note-values than were previously used.

Dolce Played in a tender, adoring manner; to play sweetly with a light touch.

Duple Meter A primary division of 2 beats to the bar, usually indicated by 2 and multiples (simple) or 6 and multiples (compound) in the upper figure of the time signature.

Dynamics The loudness or softness of music.

Eighth A note/rest having the time duration of one eighth of the time duration of a whole.

Elements of Music The fundamental characteristics that make up a piece of music: rhythm, dynamics, pitch, harmony, tone color, texture, form.

Embellishments A group of notes or a single note added to a basic melody as ornamentation.

Ensemble A group of musicians that perform as a unit. 2-part-ensemble is divided into two parts, frequently SA.3-part-ensemble is divided into three parts, frequently SSA or SAB4-part-ensemble is divided into four parts, frequently SATB

Expression The art of playing or singing music with emotional communication. The elements of music that comprise expression include dynamic indications, such as forte or piano, phrasing, differing qualities of timbre and articulation, color, intensity, energy and excitement.

Fermata A symbol of musical notation indicating that the note should be prolonged beyond its normal duration or note value would indicate.

Folk Song A song originating among the people of a country or area, passed by oral tradition from one singer or generation to the next, often existing in several versions, and marked generally by simple, modal melody and stanzaic, narrative verse.

Four-part chorale style Music written for four voices (SATB).

Form The structure or organization of a musical phrase or composition.

Forte (f) Loud.

Fortissimo (ff) Very loud.

Fragmentation The use of fragments or the "division of a musical idea (gesture, motive, theme, etc.) into segments." It is used in tonal and atonal music, and is a common method of localized development and closure.

Fugue (fugal form) A contrapuntal composition in which a short melody or phrase (the subject) is introduced by one part and successively taken up by others and developed by interweaving the parts.

Genre A type or style of music; an established form of musical composition such as a ballad, concerto, folk music, lullaby, march and spiritual.

Grazioso Played in a graceful, smooth, or elegant in style.

Half A note/rest that has half the duration of a whole.

Harmony/Harmonic (1) The pattern of intervals and chords in a composition. (2) The ways in which chords and intervals are related to one another and the ways in which one interval or chord can be connected to another. Adjective form, harmonic.

Head Voice A clear, open tone that resonates in the head and not in the throat or chest.

Historical/Cultural Context Music containing characteristics popular of a particular time-period or geographical region.

Improvisation/Improvise The creation of music in the course of performance. Verb form, improvise.

Interpretation Decoding motivations behind musical structures and the ways in which listeners and performers understand musical works and practices.

Interval The distance between two pitches.

Intonation The proper production of a musical tone so that it is played or sung in tune.

Jazz A type of music of black American origin characterized by **improvisation**, syncopation, and usually a regular or forceful rhythm, emerging at the beginning of the 20th century.

Key Signature The sharp, flat, or natural signs placed at the beginning of a staff indicating the tonality of the composition.

Kodaly Hand signals are used to show tonal relationships. The moveable “do” is practiced. The musical material emphasized is the mother-tongue folksong. Uses rhythm syllable "Ta" for quarter notes and "Ti-Ti" for eighth notes.

Legato In a smooth, flowing manner, without breaks between notes.

Loop A repeating section of sound material. Short sections of material can be repeated to create ostinato patterns.

Major A mode based on a scale consisting of a series of whole steps except for half steps between the third & fourth and seventh & eighth degrees.

Marcato Played with emphasis.

Mass A choral composition that sets the invariable portions of the Eucharistic liturgy to music.

Melodic A repetitive pattern that can be used with any scale.

Melodic Direction The quality of movement of a melody, including nearness or farness of successive pitches or notes in a melody.

Melody A succession of tones comprised of mode, rhythm, and pitches so arranged as to achieve musical shape, being perceived as a unity by the mind.

Meter The way beats of music are grouped, often in sets of two or three.

Mezzo Forte (mf) Medium loud.

Mezzo Piano (mp) Medium soft.

Minor A scale having half steps between the second and third, fifth and sixth, and seventh and eighth degrees, with whole steps for the other intervals.

Modulation Changing from one key (tonic, or tonal center) to another.

Motive A short tune or musical figure that characterizes and unifies a composition. It can be of any length but is usually only a few notes long. A motive can be a melodic, harmonic or rhythmic pattern that is easily recognizable throughout the composition.

Musical Idea Musical fragment or succession of notes.

Non-Traditional Notation A word, place, character, or object regarded as typifying or representing something.

Notation/Notate A system used for writing down music showing aspects of music tones such as the tones to be sounded (pitch), the time in (dynamics) at which the tone should be played. Verb form, notate.

Note A symbol used to represent the duration of a sound and, when placed on a music staff, to also indicate the pitch of the sound.

Octavo A generic term for sheet music (typically in the form of a booklet) containing a short choral work.

OpenScore A musical choral or orchestral score in which each part has a staff to itself.

Oratorio A large-scale musical work for orchestra and voices, typically a narrative on a religious theme, performed without the use of costumes, scenery, or action.

Ostinati- Short music patterns that are repeated persistently throughout a performance, composition, or a section of one. (Singular form, ostinato.)

Partner Songs-Two or more different songs that are performed at the same time to create harmony.

Passage A musical idea that may or may not be complete or independent.

Patsch Patting either the left, right, or both thighs with the hands.

Pattern A repetitive sequence.

Pentatonic A scale made up of five tones (usually do, re, mi, so and la).

Percussion Family of instruments in which sound arises from the striking of materials with sticks, hammers, or the hands.

Permutation Any ordering of the elements of a set.

Phrase A division or section of a musical line, somewhat comparable to a clause or sentence in language.

Phrasing (1) A short musical idea similar to a sentence in spoken language; also a style of performance that gives shape to the musical phrases. (2) The grouping of consecutive melodic notes, both in their composition and performance.

Pianissimo (pp) Very soft.

Piano (p) Soft.

Pitch (1) The property of a musical tone that is determined by the frequency of the sound waves creating it. (2) The highness or lowness of a tone.

Plagal Cadence A chord progression where the subdominant chord is followed by the tonic chord (IV-I).

Posture The position of the body for singing. Chin parallel to the floor, shoulders back and down with chest held high. Abdomen flat and firm, held in an expandable position. Hands relaxed and still at the sides. Knees flexibly loose and never locked. Feet flat on the floor and shoulder-width apart. Weight of the body should be balanced on both feet and body held slightly forward.

Prestissimo Very fast.

Quarter (1)A note/rest having the time duration of one fourth of the time duration of a whole. (2)An ensemble of four performers.

Range The scope of notes that a voice can produce.

Recapitulation A part of a movement (especially one in sonata form) in which themes from the exposition are restated.

Recitative Musical declamation of the kind usual in the narrative and dialogue parts of opera and oratorio, sung in the rhythm of ordinary speech with many words on the same note.

Repeat Reiteration of a tone at the same pitch level.

Repertoire A selection of musical pieces that an ensemble or performer knows or is prepared to perform.

Rest A symbol standing for a measured break in the sound with a defined duration.

Retrograde Reverses the order of the motive's pitches: what was the first pitch becomes the last, and vice versa.

Rhythm The systematic arrangement of musical sounds, principally according to duration and periodic stress.

Rhythmic A set of beats and rests that defines the tempo and pace of a musical piece.

Ritardando Gradual decrease of speed.

Scale A group of notes (or pitch-classes) arranged sequentially, rising or falling.

Score A written or printed representation of a musical work.

Section A complete, but not independent musical idea.

Sforzando With sudden emphasis.

Sixteenth A note having one sixteenth the time value of a whole note.

Skip/Leap Any interval larger than a whole tone or whole step.

Soft Palate The fleshy, flexible part toward the back of the roof of the mouth. Lifting the soft palate reduces nasality in singing and produces a more open tone.

Solfege A system that uses distinct syllables to identify the various notes of a scale:do, re, mi, fa, so, la, ti, do.

Solo A single performer or a passage that is to be performed by a single performer.

Sonata A composition for an instrumental soloist, often with a piano accompaniment, typically in several movements with one or more in sonata form.

Soprano Highest vocal range.

Spiritual A religious folk song of African-American origin.

Staccato A dot above the note indicating that the note thus marked should be shortened to half its written length, the second half replaced with silence.

Step Dynamics Phrases or sections of music increase or decrease volume by steps in a piece of music (pp-p-mf-f).

Step An interval of a second.

Style The composer's manner of treating the various elements that make up a composition as well as the performer's manner of presenting the composition.

Syllables/Sight-Reading System A method of musical training involving both ear training and sight singing.

Syncopation To put stress on a normally unstressed beat.

Takadimi The beat is always called ta. Insimple meters, the division and subdivision are always ta-di and ta-ka-di-mi. Any note value can be the beat, depending on thetime signature. In compound meters (wherein the beat is generally **notate**d withdotted notes), the division and subdivision are always ta-ki-da and ta-va-ki-di-da-ma.

Tempo (1) A steady succession of units of rhythm; the beat. (2) The speed at which a piece of music is performed or is written to be performed.

Tenor A singing voice between baritone and alto, the highest of the ordinary adult male range.

Tenuto A note or chord held for its full time value or slightly more

Tessitura The general range of a melody or voice part; specifically, the part of the register in which most of the tones of a melody or voice part lie.

Texture The number and relationship of musical lines in a composition.

Time (Meter) Signature Notation to specify how many beats (pulses) are to be contained in each bar and which note value is to be given one beat.

Tonality The use of a central note, call the tonic, around which the other tonal material of a composition is built and to which the music returns for a sense of rest and finality.

Tone Cluster A musical chord comprising at least three adjacent tones in a scale.

Tone Color/Timbre/Quality(1) The blend of overtones that distinguish a note played on a flute, for example, from the same note played on a violin. (2) The distinctive tone quality of a particular musical instrument or voice. (3) the character of musical tones with reference to their richness or perfection.

Tonic Triad A chord of three notes, the lowest note being the tonic of the key, the middle note being the third tone of the key, and the top note being the fifth tone of the key.

Traditional Notation Music written on one or more staves, using traditional note symbols and clefs to indicate pitch locations and durations.

Transpose To reproduce in a different key, by raising or lowering in pitch.

Treble Clef A symbol located at the beginning of a staff to indicate the pitches of the notes placed on the lines and spaces above middle C.

Trio An ensemble of three performers.

Triplets Three notes of equal length that are performed in the duration of two notes of equal length.

Triple Meter A primary division of 3 beats to the bar, usually indicated by 3 (simple) or 9 (compound) in the upper figure of the time signature.

Unison Two or more musical parts sounding the same pitch or at an octave interval.

Variations Formal technique where material is repeated in an altered form. The changes may involve **harmony**, melody, counterpoint, rhythm, **timbre**, orchestration, or any combination of these.

Verse and Refrain The verse section of the song is the section in which different sets of words are sung to the same repeated melody and contrasts with a refrain, where the words and melody are both repeated.

Vocal Inflection Alteration in pitch or tone of the voice.

Vocalist A singer, typically one who regularly performs with a jazz or pop group.

Vocalize A vocal exercise that is sung without words, typically using different vowel sounds.

Vocal Score Music score of a vocal or choral composition written for orchestral accompaniment, such as an oratorio or cantata. In a piano-vocal score, the vocal parts are written out in full, but the accompaniment is reduced and adapted for keyboard (usually piano).

Vocal Skills/Technique The abilities that allow a musician or group of musicians to perform with a refined degree of phrasing, dynamics and style.

Vocal Sound Source Sound created by a voice.

Voicing The manner in which one distributes, or spaces, notes and chords among the various voice parts.

Whole Note The longest note/rest duration in music.

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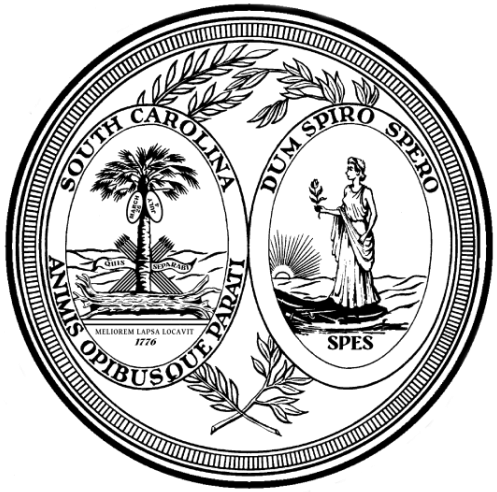
South Carolina
College- and Career-Ready Standards for General Music Proficiency



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General Music

Introduction

The new South Carolina Visual and Performing Arts Standards provide proficiency levels for student expectations. It should be noted that the nature of general music within a proficiency model demands a balance of each of the artistic processes to provide the South Carolina student with a comprehensive arts education in music. It should also be noted that further study in choral and instrumental music is essential to complete one's music education experience, as well as study in music theory, composition, and music history. This proficiency approach to learning music provides a continuum of artistic processes and skills that assist to prepare students from a novice (beginning) level to college- and career-ready (advanced high) level and builds state and national capacity to improve knowledge and competencies of future adults as musicians and consumers. Equally, it answers the growing need for the critical skills of higher order thinking and cultural competencies for relationship building in a safe and authentic way—a keystone for success in global endeavors and diverse social environments.

Given the research of the importance and contributions of music to the cognitive development (MacDonald, Kreutz, & Mitchell, 2012), and the positive correlations for student growth (Catterall, 2009), music is a necessary subject for the 21st century. Given the economic impact of the arts in South Carolina, music should also be viewed as a viable career option for South Carolina's students. However, learners begin new music experiences at different ages and progress toward proficiency at different rates. While the amount of quality time spent in each course of study is a determining factor in the proficiency level that learners will reach, learners at similar ages still frequently demonstrate varying proficiency levels. Acknowledging this continuum permits flexibility in how students will developmentally progress through the artistic processes. The South Carolina Standards for General Music outlines the progression of learner skills, which makes it easier for teachers to identify a learner's skill level and to differentiate learning for all learners.

Demonstrating proficiency in music has potential benefits for learners. Musical knowledge and skill proficiency can be documented through a variety of assessments and skills to be transferred directly to a career path. Colleges and universities often require at least one credit of music for entrance. Research supports that prolonged and sustained study in the arts produces not only better artists and critical thinkers, but also greater contributors to society as a whole (Catterall, 2009).

The rationale for the creation of this document stems from the need to provide a more transparent, learner friendly document that clearly describes benchmarks for learners at various stages, provide pathways for meeting these benchmarks, and suggest possible

strategies for a learning approach. Its intent is to recognize that everyone can learn music, to motivate learning, to increase achievement through goal setting and self-assessment, and to facilitate building functional knowledge of the role of music in a global society. The artistic processes, standards, benchmarks, indicators, and learning targets are meant to guide learning and should be shared with learners and made available to parents and other stakeholders.

The four artistic processes of Creating, Responding, Performing, and Connecting provide the framework for the standards that represent a comprehensive K–12 course of study and are interconnected and aligned with the National Core Arts Standards. This document also acknowledges the varied resources available throughout the state and provides possible strategies to meet the standard at each level of proficiency. The indicators can be viewed as units of study that support the standards. It should be noted that the learning targets are examples of appropriate lesson material to address the indicators leading to the benchmarks and are meant to serve as possible suggestions for the construction of lessons. The use of technology as a strategic tool through musical apps, digital recorders, computers, interactive boards, stereos, keyboards, phones, and Smart TV devices can enhance learning, increase engagement, and should be a part of the instructional toolbox for addressing the general music standards. The standards document helps motivate learning by showing how to set achievable goals, self-assess, and chart progress by using “I can” statements that facilitate this process. Learners take ownership of their individual development as a musician. The document guides the facilitation of music learning toward more functional, interactive, and culturally diverse processes. It provides examples of learning targets that can measure student growth at a defined proficiency level and describes the standard and indicator in terms of individual lessons. This document provides a clearer understanding of what learners need to know and be able to do to move from one level to the next. The ultimate goal of general music is to provide foundational support for the development of each student as a musician and leads them to continued participation in choral and/or instrumental music, as well as expanding their knowledge and interest as composers, theorists, and consumers of music.

General Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new musical ideas and works.*								
Anchor Standard 1: ***I can arrange and compose music.***								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark GM.CR NL.1	Benchmark GM.CR NM.1	Benchmark GM.CR NH.1	Benchmark GM.CR IL.1	Benchmark GM.CR IM.1	Benchmark GM.CR IH.1	Benchmark GM.CR AL.1	Benchmark GM.CR AM.1	Benchmark GM.CR AH.1
I can imitate a musical statement by sight and sound**.**	I can answer a musical **question.**	I can **arrange** a musical idea**.**	I can combine musical ideas to create phrases for voice, instruments, or body movement.	I can compose a rhythmic and melodic phrase.	I can add **harmony** to compose or **arrange** phrases for a given mood.	I can arrange, compose, and explain intent using melody, rhythm, and **harmony**.	I can collaborate with others to compose or **arrange** a variety of musical **style**s.	I can compose music within **expanded forms.**
Indicator GM.CR NL.1.1	Indicator GM.CR NM.1.1	Indicator GM.CR NH.1.1	Indicator GM.CR IL.1.1	Indicator GM.CR IM.1.1	Indicator GM.CR IH.1.1	Indicator GM.CR AL.1.1	Indicator GM.CR AM.1.1	Indicator GM.CR AH.1.1
I can match sound and pattern.	I can identify simple **forms.**	I can use rhythm patterns, songs or words to create a musical idea.	I can explain the use of **ostinato** to **arrange** a melodic idea.	I can organize rhythmic and melodic patterns into a musical phrase.	I can identify **key signatures** in melodic phrases.	I can use the **circle of fifths** to explain transposition of a written musical work.	I can revise a composition based on the feedback from others to improve composed works.	I can create an original composition independent-ly.

Indicator GM.CR NL.1.2	Indicator GM.CR NM.1.2	Indicator GM.CR NH.1.2	Indicator GM.CR IL.1.2	Indicator GM.CR IM.1.2	Indicator GM.CR IH.1.2	Indicator GM.CR AL.1.2	Indicator GM.CR AM.1.2	Indicator GM.CR AH.1.2
I can imitate a given music rhythm or sound using symbols.	I can identify same and different patterns.	I can create a musical idea given specific instructions.	I can construct **arrange-ment**s of simple pieces for voices or instruments.	I can create a melodic phrase over a given rhythmic idea.	I can construct a rhythmic, melodic and harmonic idea for a given mood.	I can use and explain **composi-tional techniqu**es to compose works in a music **form**.	I can work with others to compose an original composition.	I can create a new **arrangement** from a given composition.
Anchor Standard 2*: **I can improvise music.***								
Benchmark GM.CR NL.2	Benchmark GM.CRNM.2	Benchmark GM.CRNH.2	Benchmark GM.CR IL.2	Benchmark GM.CR IM.2	Benchmark GM.CR IH.2	Benchmark GM.CR AL.2	Benchmark GM.CRAM.2	Benchmark GM.CR AH.2
I can imitate simple rhythm patterns within a given meter.	I can imitate simple tonal patterns within a given key and **tonality**.	I can **improvise** responses to given **rhythmic** patterns.	I can **improvise** short melodic question and answer patterns.	I can **improvise** a rhythm pattern to **embellish** a given a harmonic phrase.	I can **improvise** a simple melodic phrase given a harmonic phrase.	I can perform a brief **improvisatio n** given a **chord** progression and meter.	I can perform an **improvisatio n** given a **motive**, **chord** progression, and meter.	I can perform and refine an extended spontaneous **improvisa-tion** independently
Indicator GM.CR NL.2.1	Indicator GM.CR NM.2.1	Indicator GM.CR NH.2.1	Indicator GM.CR IL.2.1	Indicator GM.CR IM.2.1	Indicator GM.CR IH.2.1	Indicator GM.CR AL.2.1	Indicator GM.CR AM.2.1	Indicator GM.CR AH.2.1
I can identify same and different rhythms patterns.	I can identify same and different melodic patterns.	I can **improvise** simple **ostinati** patterns within a given meter.	I can **improvise** simple tonal patterns within a given **key**.	I can **embellish** a **bass line** with **improvise**d rhythm from an instrument or music software.	I can identify **chord** changes.	I can **improvise** harmonizing parts.	I can perform an **improvisa-tion** on a given **motive.**	I can **improvise** responding to aural cues.

Indicator GM.CR NL.2.2	Indicator GM.CR NM.2.2	Indicator GM.CR NH.2.2	Indicator GM.CR IL.2.2	Indicator GM.CR IM.2.2	Indicator GM.CR IH.2.2	Indicator GM.CR AL.2.2	Indicator GM.CR AM.2.2	Indicator GM.CR AH.2.2
I can echo simple rhythm patterns.	I can echo simple tonal patterns.	I can **improvise** rhythm patterns, songs or chants to create a musical idea.	I can **improvise** rhythmic and melodic patterns to create a musical phrase.	I can sing on a neutral syllable an **improvised** rhythm.	I can **embellish** a given melodic phrase that corresponds with simple **chord** changes.	I can **improvise** short melodies using accurate and consistent **style**, meter, and **tonality**.	I can **improvise** extended passages using consistent **style**, meter, and **tonality**.	I can demonstrate and refine musicality during **improvisa-tional** solos.
Artistic Processes: Performing - *I can perform a variety of music with fluency and expression.*								
Anchor Standard 3: ***I can sing alone and with others.***								
Benchmark GM.PNL.3	Benchmark GM.P NM.3	Benchmark GM.P NH.3	Benchmark GM.P IL.3	Benchmark GM.P IM.3	Benchmark GM.P IH.3	Benchmark GM.P AL.3	Benchmark GM.P AM.3	Benchmark GM.P AH.3
I can use my voice in many ways.	I can use my singing voice.	I can sing, chant, and move to demonstrate a steady beat.	I can sing a variety of simple part songs.	I can sing with expression and technical accuracy.	I can sing a variety of songs with expression and technical accuracy.	I can sing expressively and apply technical and **stylistic** criteria in a variety of songs alone and in various **ensembles**.	I can collaborate with others make technical and stylistic decisions.	I can make technical and **stylistic** choices about my performance as a singer alone and in various ensembles.

Indicator GM.P NL.3.1	Indicator GM.P NM.3.1	Indicator GM.P NH.3.1	Indicator GM.P IL.3.1	Indicator GM.P IM.3.1	Indicator GM.P IH.3.1	Indicator GM.P AL.3.1	Indicator GM.P AM.3.1	Indicator GM.P AH.3.1
I can sing songs in my range.	I can **match pitch** when I sing.	I can sing or move using a steady beat.	I can sing 2-part songs.	I can sing with proper **intonation** alone and in different ensembles.	I can sing phrasing while responding to a director's cues.	I can sing in a group with balance.	I can sing in ensembles.	I can use a variety of technical and stylistic choices in my performance.
Indicator GM.P NL.3.2	Indicator GM.P NM.3.2	Indicator GM.P NH.3.2	Indicator GM.P IL.3.2	Indicator GM.P IM.3.2	Indicator GM.P IH.3.2	Indicator GM.P AL.3.2	Indicator GM.P AM.3.2	Indicator GM.P AH.3.2
I can use my voice to imitate other sounds.	I can sing with my **head voice** and **chest voice.**	I can use good **posture** and breath support when I sing.	I can sing with appropriate **diction and articulation.**	I can apply **dynamics** and expression when I sing.	I can sight read in multiple tonalities and rhythms.	I can **blend** with others in an ensemble.	I can rehearse with an ensemble to improve my work.	I can apply a variety of musical choices for performance.
Anchor Standard 4: ***I can play instruments alone and with others.***								
Benchmark GM.P NL.4	Benchmark GM.P NM.4	Benchmark GM.P NH.4	Benchmark GM.P IL.4	Benchmark GM.P IM.4	Benchmark GM.P IH.4	Benchmark GM.P AL.4	Benchmark GM.P AM.4	Benchmark GM.P AH.4
I can make sounds with classroom instruments and other sound sources.	I can imitate short rhythmic patterns.	I can play and read rhythmic, melodic, and **chord** patterns.	I can play **accompani-ment**s and simple songs on classroom instruments.	I can play and read **compli-mentary, contrasting instrumental parts accurately,** and independent-ly.	I can play and read my part with an **ensemble** using accurate **technique** and **posture.**	I can play an instrument expressively and apply technical and **stylistic techniques** in variety of music alone and in various **ensembles**.	I can collaborate with others to apply technical and **stylistic techniques** in a variety of music alone and in various **ensembles**.	I can make technical and **stylistic** choices about my performance as an instrument-a list alone and in various **ensembles**.

Indicator GM.P NL.4.1	Indicator GM.P NM.4.1	Indicator GM.P NH.4.1	Indicator GM.P IL.4.1	Indicator GM.P IM.4.1	Indicator GM.P IH.4.1	Indicator GM.P AL.4.1	Indicator GM.P AM.4.1	Indicator GM.P AH.4.1
I can use my body to make sounds.	I can echo an **ostinato** rhythm pattern.	I can use music **notation** to play instruments.	I can play **accompany-ment**s and songs in **major and minor tonalities**.	I can play my part independent-ly in an ensemble.	I can rehearse for improvement in an **ensemble.**	I can play in various musical **styles** on instruments.	I can collaborate with others to improve my **ensemble**.	I can control my instrument across expanded **dynamic** ranges using **stylistic** nuances and expressive inflections.
Indicator GM.P NL.4.2	Indicator GM.P NM.4.2	Indicator GM.P NH.4.2	Indicator GM.P IL.4.2	Indicator GM.P IM.4.2	Indicator GM.P IH.4.2	Indicator GM.P AL.4.2	Indicator GM.P AM.4.2	Indicator GM.P AH.4.2
I can play **pitched** and **unpitched** instruments.	I can play melodic patterns using steps and skips.	I can play **pentatonic scales** on instruments.	I can play using proper technique and **posture**.	I can play my instrument with technical accuracy.	I can use proper **technique** to express music.	I can **balance** my sound with others in an **ensemble**.	I can control **pitch** and tone quality with proper **dynamics.**	I can adjust my **intonation** relative to **chord** tones.
Indicator GM.P NL.4.3	Indicator GM.P NM.4.3	Indicator GM.P NH.4.3	Indicator GM.P IL.4.3	Indicator GM.P IM.4.3	Indicator GM.P IH.4.3	Indicator GM.P AL.4.3		
I can follow the teacher when I use classroom instruments.	I can ask and answer musical questions using instruments.	I can identify rhythmic notation.	I can play in treble and bass **clefs.**	I can read from **notation**, songs I play.	I can play my part independentl y while others play.	I can sight read a musical part.		

Anchor Standard 5: ***I can read and notate music.***								
Benchmark GM.P NL.5	Benchmark GM.P NM.5	Benchmark GM.P NH.5	Benchmark GM.P IL.5	Benchmark GM.P IM.5	Benchmark GM.P IH.5	Benchmark GM.P AL.5	Benchmark GM.P AM.5	Benchmark GM.P AH.5
I can read rhythm patterns.	I can read simple rhythmic and melodic **notation**.	I can read, write simple rhythmic and melodic **standard notation.**	I can explain note names and basic rhythms.	I can interpret musical symbols within multiple meters, clefs, and expressive symbols.	I can read and **notate** short musical works in a variety of clefs and meters.	I can sight read a variety of music at Grade 2 with technical accuracy.	I can sight read a variety of music at Grade 3 with technical accuracy.	I can sight read a variety of music at Grade 4 with technical accuracy.
Indicator GM.P NL.5.1	Indicator GM.P NM.5.1	Indicator GM.P NH.5.1	Indicator GM.P IL.5.1	Indicator GM.P IM.5.1	Indicator GM.P IH.5.1	Indicator GM.P AL.5.1	Indicator GM.P AM.5.1	Indicator GM.P AH.5.1
I can read rhythm patterns with my voice, body, and instruments.	I can name notes in treble clef.	I can read standard **notation.**	I can read all notes in treble and bass clefs	I can read alto/tenor clef.	I can read and use **key signatures**.	I can sight read musical works in simple meters and tonalities with technical accuracy.	I can sight read musical works in a variety of keys and clefs.	I can sight read musical works in a variety of keys, clefs, meters.
Indicator GM.P NL.5.2	Indicator GM.P NM.5.2	Indicator GM.P NH.5.2	Indicator GM.P IL.5.2	Indicator GM.P IM.5.2	Indicator GM.P IH.5.2	Indicator GM.P AL.5.2	Indicator GM.P AM.5.2	Indicator GM.P AH.5.2
I can read basic rhythms.	I can read simple quarter, eighth, half, whole notes and rests.	I can read meter in 4/4, 3/4, and 2/4.	I can read basic rhythms including **dotted rhythms.**	I can identify compound, complex, and syncopated rhythms.	I can read and use meter signatures.	I can respond to a director while sight-reading.	I can apply **tempo** and **dynamic** markings to my sight-reading.	I can apply expressive music markings to my sight-reading.

Artistic Processes: Responding- *I can respond to musical ideas as a performer and listener.*								
Anchor Standard 6: *I can analyze music.*								
Benchmark GM.R NL.6	Benchmark GM.R NM.6	Benchmark GM.R NH.6	Benchmark GM.R IL.6	Benchmark GM.R IM.6	Benchmark GM.R IH.6	Benchmark GM.R AL.6	Benchmark GM.R AM.6	Benchmark GM.R AH.6
I can identify contrasts in music.	I can identify the **elements of music.**	I can describe how the **music elements** are used.	I can explain how the **elements of music** are used in a variety of genres, cultures, and time periods.	I can examine how the **elements of music** are used in a variety of **genre**s, cultures, and time periods.	I can find evidence of how music is informed by the structure, elements in a variety of **genres,** cultures, and time periods.	I can examine the use of **composi-tional techniques** within multiple musical works.	I can collaborate with others to justify the use of **composi-tional techniques** within musical works.	I can analyze **composi-tional techniques,** to explain a composer's intent.
Indicator GM.R NL.6.1	Indicator GM.R NM.6.1	Indicator GM.R NH.6.1	Indicator GM.R IL.6.1	Indicator GM.R IM.6.1	Indicator GM.R IH.6.1	Indicator GM.R AL.6.1	Indicator GM.R AM.6.1	Indicator GM.R AH.6.1
I can identify dynamics and steady beat.	I can identify changes in dynamics, **tempo** and rhythm.	I can use appropriate vocabulary to describe **pitch**, **tempo**, and dynamics.	I can listen, identify and explain **pitch**, **tempo**, and dynamics to describe music of different **style**s.	I can examine the elements of **pitch**, **tempo**, and dynamics in a variety of musical **style**s presented aurally and visually.	I can listen, identify, and explain the elements of **pitch**, **tempo**, dynamics, and **style** used in different cultures and time periods.	I can describe and use meter, **tonality**, **intervals**, **chord**s, and harmonic progressions when analyzing written and aural compositions .	I can collaborate with others to determine intent of changes in meter, **tonality** and **harmony** that contribute to musical **style**.	I can determine the intent of changes in meter, **tonality** and **harmony** in a variety of musical compositions to create tension and emotional response.

Indicator GM.R NL.6.2	Indicator GM.R NM.6.2	Indicator GM.R NH.6.2	Indicator GM.R IL.6.2	Indicator GM.R IM.6.2	Indicator GM.R IH.6.2	Indicator GM.R AL.6.2	Indicator GM.R AM.6.2	Indicator GM.R AH.6.2
I can identify same and different sound sources.	I can name voice types and instrument families.	I can identify by sight and sound voice types and classroom instruments.	I can listen to and identify orchestral, band, and electronic instruments by sight and sound.	I can examine the contribution of **timbre** in a variety of musical instruments/voices to musical **style** and mood.	I can examine the use of **timbre** and texture in music from a variety of different **genres.**	I can examine and discuss culturally authentic practices found in musical works.	I can identify **composi-tional techniques** used to achieve unity, variety, tension and release in music to evoke an emotional response from the listener.	I can examine **timbre** and the use of voices, instruments, and other sound sources in a variety of musical **styles**, cultures, and **genres**.
Indicator GM.R NL.6.3	Indicator GM.R NM.6.3	Indicator GM.R NH.6.3	Indicator GM.R IL.6.3	Indicator GM.R IM.6.3	Indicator GM.R IH.6.3	Indicator GM.R AL.6.3	Indicator GM.R AM.6.3	Indicator GM.R AH.6.3
I can name same and different sections.	I can identify examples of some basic musical **forms**.	I can identify examples of complex musical **forms**.	I can examine musical **forms** to describe a musical **style**.	I can identify musical **forms** presented aurally and visually.	I can examine the use of musical **forms** presented in a varied repertoire of music.	I can analyze and describe how the use of expressive devices and **form** are used in culturally and historically diverse **genres**.	I can examine the use of musical **form** and expressive devices in a variety of 20th & 21st Century composi-tions.	I can examine the use of musical **form** when analyzing aural examples of a varied repertoire of music and inform my personal music preferences.

Anchor Standard 7: *I can evaluate music.*								
Benchmark GM.R NL.7	Benchmark GM.R NM.7	Benchmark GM.R NH.7	Benchmark GM.R IL.7	Benchmark GM.R IM.7	Benchmark GM.R IH.7	Benchmark GM.R AL.7	Benchmark GM.R AM.7	Benchmark GM.R AH.7
I can use my words to talk about music.	I can demonstrate how to be an audience member in different musical settings.	I can use musical vocabulary to describe personal preference choices.	I can use musical vocabulary to critique a performance.	I can evaluate the quality of musical performances and/ or compositions of others using assessment tools.	I can evaluate the quality of personal performances and/or compositions using assessment tools.	I can collaborate to develop strategies for improvement of group perform-ances.	I can make critical evaluations of performance, composi-tions, **arrange-ment**s, and **improvisa-tion**s.	I can justify personal performance decisions.
Indicator GM.R NL.7.1	Indicator GM.R NM.7.1	Indicator GM.R NH.7.1	Indicator GM.R IL.7.1	Indicator GM.R IM.7.1	Indicator GM.R IH.7.1	Indicator GM.R AL.7.1	Indicator GM.R AM.7.1	Indicator GM.R AH.7.1
I can listen and respond to music.	I can model and describe audience behavior in different settings.	I can talk and write about music using musical vocabulary.	I can describe the quality of a musical performance.	I can apply assessment tools to evaluate tone quality, **intonation**, **articulation**, rhythmic accuracy, musicality, posture, and stage presence to a live or recorded performance.	I can apply assessment tools to evaluate tone quality, **intonation**, **articulation**, rhythmic accuracy, musicality, posture, and stage presence to my personal performance.	I can compare a group performance to a benchmark to refine the performance.	I can listen or view a variety of performances and offer suggestions for improve-ment.	I can use multiple media sources to critique my personal performances.

Artistic Processes: Connecting- *I can relate music ideas to personal meaning, other arts disciplines, and content areas.*								
Anchor Standard 8: ***I can examine music from a variety of stylistic and historical periods and cultures.***								
Benchmark GM.C NL.8	Benchmark GM.C NM.8	Benchmark GM.C NH.8	Benchmark GM.C IL.8	Benchmark GM.C IM.8	Benchmark GM.C IH.8	Benchmark GM.C AL.8	Benchmark GM.C AM.8	Benchmark GM.C AH.8
I can recognize and perform musical selections from my own culture and some time periods.	I can identify and perform musical selections from a culture other than mine and a historical time period.	I can identify and perform musical selections from multiple cultures and/or historical time periods.	I can examine relationships among musical selections from multiple cultures and/or historical time periods.	I can research the role of music within a specific culture or historical time period and present what I discovered.	I can perform and modify a musical work using characteristics from a culture or time period.	I can analyze a diverse repertoire of music from a cultural or historical time period.	I can examine contemporary musical works to determine the influence of historical and cultural traditions.	I can examine, create, and perform music based on historical and cultural contributions.
Indicator GM.C NL.8.1	Indicator GM.C NM.8.1	Indicator GM.C NH.8.1	Indicator GM.C IL.8.1	Indicator GM.C IM.8.1	Indicator GM.C IH.8.1	Indicator GM.C AL.8.1	Indicator GM.C AM.8.1	Indicator GM.C AH.8.1
I can recognize that all cultures and time periods use music.	I can find similar **elements of music** within a culture/time period.	I can find similar **elements of music** in different cultures/time periods.	I can identify similarities and differences in music from multiple cultures and time periods.	I can use music vocabulary terms such as **form**, **tempo**, dynamics, etc. to describe musical works from similar cultures and time periods.	I can change a musical work using the **elements of music** from a culture or time period.	I can explain specific cultural and historical traditions and infuse these ideas into my music.	I can select musical elements in contemporary music that reflect cultural and historical influences.	I can use historical and cultural contributions to justify my musical choices.

Anchor Standard 9: ***I can relate music to other arts disciplines, other subjects, and career paths.***								
Benchmark GM.C NL.9	Benchmark GM.C NM.9	Benchmark GM.C NH.9	Benchmark GM.C IL.9	Benchmark GM.C IM.9	Benchmark GM.C IH.9	Benchmark GM.C AL.9	Benchmark GM.C AM.9	Benchmark GM.C AH.9
I can explore general music concepts among arts disciplines other content areas and related careers in familiar settings.	I can recognize general music concepts among arts disciplines, other content areas and related careers.	I can apply general music concepts to arts disciplines, other content areas and related careers including South Carolina.	I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied to a career in music.	I can recognize **specific** skills shared among arts disciplines, other content areas and how they can be applied to a career in music.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in music careers.	I can apply concepts among arts disciplines and other content areas to general music and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values and location influence music and the need for music related careers.	I can research societal political and cultural issues as they relate to other arts and content areas and apply to my role as a musician.
Indicator GM.C NL.9.1	Indicator GM.C NM.9.1	Indicator GM.C NH.9.1	Indicator GM.C IL.9.1	Indicator GM.C IM.9.1	Indicator GM.C IH.9.1	Indicator GM.C AL.9.1	Indicator GM.C AM.9.1	Indicator GM.C AH.9.1
I can identify the relationship between music and another subject in my school.	I can make connections between music and another subject in my school.	I can demonstrate and describe the relationship between music and a concept from another subject in my school.	I can apply music concepts to other arts disciplines and content areas.	I can examine the relationship between music and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my music.	I can explain ideas from other arts disciplines and content areas through music.	I can explain how my artistic choices are influenced by cultural and social values.	I can analyze complex ideals that influence my artistic perspective and creative work.

Indicator GM.C NL.9.2	Indicator GM.C NM.9.2	Indicator GM.C NH.9.2	Indicator GM.C IL.9.2	Indicator GM.C IM.9.2	Indicator GM.C IH.9.2	Indicator GM.C AL.9.2	Indicator GM.C AM.9.2	Indicator GM.C AH.9.2
I can identify topics in music that interest me.	I can identify life skills necessary for a music career.	I can identify specific careers in music.	I can demonstrate and describe the skills needed for careers in music.	I can examine the educational requirements needed for a variety of careers in music.	I can compare similarities and differences in a variety of music careers and roles of musicians in those careers.	I can identify and describe traditional and emerging careers in music.	I can discuss the impact of economic issues as they affect the impact on music careers.	I can analyze my personal career choices in the arts or non-arts disciplines.

Novice General Music Standards

Artistic Processes: Creating-*I can use the elements of music to communicate new musical ideas and works.*		
Anchor Standard 1: ***I can arrange and compose music.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark GM.CR NL.1	Benchmark GM.CR NM.1	Benchmark GM.CRNH.1
I can imitate a musical statement by sight and sound**.**	I can answer a musical **question.**	I can **arrange** a musical idea**.**
Indicator GM.CR NL.1.1	Indicator GM.CR NM.1.1	Indicator GM.CR NH.1.1
I can match sound and pattern.	I can identify simple **forms.**	I can use rhythm patterns, songs or words to create a musical idea.
Sample Learning Targets • I can clap a repeated rhythm. • I can imitate sounds using my voice. • I can use found sounds to create a composition. • I can…	***Sample Learning Targets*** • I can identify **call and response** as a musical **form**. • I can identify **AB**/**ABA** form in simple songs. • I can...	***Sample Learning Targets*** • I can **arrange** a sound poem. • I can **arrange** a melodic idea on a barred instrument. • I can **arrange** rhythm patterns with flashcards. • I can use movement to show melodic **contour**. • I can…

Indicator GM.CR NL.1.2	Indicator GM.CR NM.1.2	Indicator GM.CR NH.1.2
I can imitate a given music rhythm or sound using symbols.	I can identify same and different patterns.	I can create a musical idea given specific instructions.
Sample Learning Targets • I can use symbols to show a rhythm pattern. • I can compose by drawing icons to represent music beats. • I can...	***Sample Learning Targets*** • I can give a rhythmic response to a rhythm question. • I can identify same/different melodic and rhythmic patterns. • I can identify patterns of same/different in simple songs and patterns. • I can...	***Sample Learning Targets*** • I can create rhythmic compositions using standard **notation**. • I can use **notation** technology to **arrange** musical patterns. • I can use movement to share a musical idea. • I can use technology to create musical ideas. • I can...
Anchor Standard 2*: I can improvise music.*		
Novice Low	**Novice Mid**	**Novice High**
Benchmark GM.CR NL.2	Benchmark GM.CR NM.2	Benchmark GM.CR NH.2
I can imitate simple rhythm patterns within a given meter.	I can imitate simple tonal patterns within a given key and **tonality**.	I can **improvise** responses to given **rhythmic** patterns.

Indicator GM.CR NL.2.1	Indicator GM.CR NM.2.1	Indicator GM.CR NH.2.1
I can identify same and different rhythms patterns.	I can identify same and different melodic patterns.	I can **improvise** simple **ostinati** patterns within a given meter.
Sample Learning Targets • I can use a counting system to decide same and different. • I can listen to two rhythm samples and label same and different. • I can...	***Sample Learning Targets*** • I can listen to two melodic samples and label same and different. • I can sing a melodic pattern that is the same and one that is different from the one I hear. • I can...	***Sample Learning Targets*** • I can **improvise** an ostinato rhythm pattern on an instrument. • I can use a counting system to **improvise** a rhythm pattern. • I can...
Indicator GM.CR NL.2.2	Indicator GM.CR NM.2.2	Indicator GM.CR NH.2.2
I can echo simple rhythm patterns.	I can echo simple tonal patterns.	I can **improvise** rhythm patterns, songs or chants to create a musical idea.
Sample Learning Targets • I can use **body percussion** to echo a rhythm pattern. • I can echo simple rhythm patterns on an instrument. • I can use chants to echo a rhythm pattern. • I can...	***Sample Learning Targets*** • I can echo simple tonal patterns using tonal solfege or **pitch** name. • I can echo simple tonal patterns on a neutral syllable. • I can echo simple tonal patterns on an instrument. • I can...	***Sample Learning Targets*** • I can write new words for a familiar tune. • I can **improvise** a chant for a given rhythmic pattern. • I can...

Artistic Processes: Performing-*I can perform a variety of music with fluency and expression.*		
Anchor Standard 3: *I can sing alone and with others.*		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark GM.P NL.3	Benchmark GM.P NM.3	Benchmark GM.P NH.3
I can use my voice in many ways.	I can use my singing voice.	I can sing, chant, and move to demonstrate a steady beat.
Indicator GM.P NL.3.1	Indicator GM.P NM.3.1	Indicator GM.P NH.3.1
I can sing songs in my range.	I can **match pitch** when I sing.	I can sing or move using a steady beat.
Sample Learning Targets • I can echo, speak, chant, sing and move to music. • I can sing songs from memory. • I can...	***Sample Learning Targets*** • I can match **pitch** with piano or my teacher. • I can sing songs in **unison**. • I can...	***Sample Learning Targets*** • I can identify beat/no beat. • I can use rhythm sticks to demonstrate steady beat. • I can move to a steady beat following a conductor. • I can...

Indicator GM.P NL.3.2	Indicator GM.P NM.3.2	Indicator GM.P NH.3.2
I can use my voice to imitate other sounds.	I can sing with my **head voice** and **chest voice.**	I can use good **posture** and breath support when I sing.
Sample Learning Targets • I can make sound effects with my voice. • I can sing with a group. • I can explore different sounds with voice changing software.	***Sample Learning Targets*** • I can sing patriotic songs. • I can sing folk songs. • I can echo short melodic patterns. • I can...	***Sample Learning Targets*** • I can demonstrate good singing posture. • I can use basic dynamics (piano and forte) when I sing. • I can...

Anchor Standard 4: *I can play instruments alone and with others.*

Novice Low	**Novice Mid**	**Novice High**
Benchmark GM.P NL.4	Benchmark GM.P NM.4	Benchmark GM.P NH.4
I can make sounds with classroom instruments and other sound sources.	I can imitate short rhythmic patterns.	I can play and read rhythmic, melodic, and **chord** patterns.
Indicator GM.P NL.4.1	Indicator GM.P NM.4.1	Indicator GM.P NH.4.1
I can use my body to make sounds.	I can echo an **ostinato** rhythm pattern.	I can use music **notation** to play instruments.
Sample Learning Targets • I can echo your pattern by clapping. • I can patch, clap, and stomp a pattern. • I can...	***Sample Learning Targets*** • I can play classroom instruments to follow a rhythm pattern. • I can play an ostinato on a classroom instrument. • I can play djembes in a Drum circle.	***Sample Learning Targets*** • I can play guitar following a **chord** sheet. • I can play recorder from **notation** B, A, & G. • I can...

Indicator GM.P NL.4.2	Indicator GM.P NM.4.2	Indicator GM.P NH.4.2
I can play **pitched** and **unpitched** instruments.	I can play melodic patterns using steps and skips.	I can play **pentatonic scales** on instruments.
Sample Learning Targets • I can echo your patterns with my rhythm sticks. • I can use instruments to make sound stories. • I can...	***Sample Learning Targets*** • I can play xylophones and other **pitch**ed instruments. • I can use classroom instruments or sound software to create sound stories. • I can identify a skip and step on a barred instrument. • I can...	***Sample Learning Targets*** • I can select the correct notes to make a **pentatonic** scale on a barred instrument. • I can play leaps/skips/steps on barred instruments. • I can...
Indicator GM.P NL.4.3	Indicator GM.P NM.4.3	Indicator GM.P NH.4.3
I can follow the teacher when I use classroom instruments.	I can ask and answer musical questions using instruments.	I can identify rhythmic **notation**.
Sample Learning Targets • I can follow my teacher's pattern on my rhythm instrument. • I can start and stop with the conductor. • I can...	***Sample Learning Targets*** • I can respond to a musical question on a classroom instrument. • I can write and perform a 4-beat answer to a 4-beat question. • I can...	***Sample Learning Targets*** • I can identify quarter, eighth, half, and whole notes and their rests. • I can play a rhythm pattern from **notation**. • I can...

Anchor Standard 5: *I can read and notate music.*		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark GM.P NL.5	Benchmark GM.P NM.5	Benchmark GM.P NH.5
I can read rhythm patterns.	I can read simple rhythmic and melodic **notation**.	I can read, write simple rhythmic and melodic **standard notation.**
Indicator GM.P NL.5.1	Indicator GM.P NM.5.1	Indicator GM.P NH.5.1
I can read rhythm patterns with my voice, body, and instruments.	I can name notes in treble clef.	I can read standard **notation.**
Sample Learning Targets • I can read quarter notes/rests. • I can identify beat/no beat. • I can **notate** one and two sounds to a beat. • I can...	***Sample Learning Targets*** • I can read notes from the staff in treble clef. • I can use technology to practice reading and writing simple **notation**. • I can identify a second, third, fifth, and octave. • I can...	***Sample Learning Targets*** • I can write simple melodic and rhythmic **notation**. • I can write music **notation** using music software. • I can write the notes for "Twinkle, Twinkle Little Star" on staff paper. • I can...

Indicator GM.P NL.5.2	Indicator GM.P NM.5.2	Indicator GM.P NH.5.2
I can read basic rhythms.	I can read simple quarter, eighth, half, whole notes, and rests.	I can read meter in 4/4, 3/4, and 2/4.
Sample Learning Targets • I can clap a rhythm pattern from traditional/non-traditional **notation**. • I can play a rhythm pattern from notation on a non-pitched instrument. • I can…	***Sample Learning Targets*** • I can complete measures using the correct rhythmic **notation** for a given meter signature. • I can add missing bar lines for given meters. • I can...	***Sample Learning Targets*** • I can write simple melodic and rhythmic **notation**. • I can conduct music in 4/4. • I can write the counting for simple rhythms to include sixteenth notes. • I can write music **notation** using music software. • I can...
Artistic Processes: Responding-*I can respond to musical ideas as a performer and listener.*		
Anchor Standard 6: *I can analyze music.*		
Novice Low	**Novice Mid**	**Novice High**
Benchmark GM.R NL.6	Benchmark GM.R NM.6	Benchmark GM.R NH.6
I can identify contrasts in music.	I can identify the **elements of music.**	I can describe how the **music elements** are used.

Indicator GM.R NL.6.1	Indicator GM.R NM.6.1	Indicator GM.R NH.6.1
I can identify dynamics and steady beat.	I can identify changes in dynamics, **tempo** and rhythm.	I can use appropriate vocabulary to describe **pitch**, **tempo**, and dynamics.
Sample Learning Targets • I can clap or march to a steady beat. • I can show loud and soft with body movements. • I can …	***Sample Learning Targets*** • I can use movement to express dynamics in music. • I can identify same and different rhythm patterns. • I can move to changes of **tempo** from a recording or sound source. • I can...	***Sample Learning Targets*** • I can identify **dynamic** contrasts by sight and sound. • Given two **pitch**es, I can name the second as higher, lower, or the same as the first. • I can...
Indicator GM.R NL.6.2	Indicator GM.R NM.6.2	Indicator GM.R NH.6.2
I can identify same and different sound sources.	I can name voice types and instrument families.	I can identify by sight and sound voice types and classroom instruments.
Sample Learning Targets • I can name different sounds from my environment to create a sound poem. • I can identify whisper, speaking, shouting, or singing voice. • I can select a class instrument to imitate the sound of a clock, horse's feet, rain, etc. • I can…	***Sample Learning Targets*** • I can identify a child, adult woman, and adult male voice. • I can name classroom instruments by sight and sound. • I can...	***Sample Learning Targets*** • I can classify classroom instruments into families by sight and sound (woods, metals, shakers, etc.). • I can identify soprano, alto, and tenor, bass. • I can...

Indicator GM.R NL.6.3	Indicator GM.R NM.6.3	Indicator GM.R NH.6.3
I can name same and different sections.	I can identify examples of some basic musical **form**s.	I can identify examples of complex musical **form**s.
Sample Learning Targets • I can show movements to music to demonstrate same and different. • I can use shapes to identify sections of music. • I can …	***Sample Learning Targets*** • I can identify **ABA form**. • I can identify repeated sections to label simple **form**s. • I can sing the response to a **call and response** song. • I can...	***Sample Learning Targets*** • I can identify **verse and refrain** from the music and by hearing it. • I can identify motif, canon, **rondo**, **AABA**, and theme and **variations** as a musical **form**. • I can...
Anchor Standard 7: *I can evaluate music.*		
Benchmark GM.R NL.7	Benchmark GM.R NM.7	Benchmark GM.R NH.7
I can use my words to talk about music.	I can demonstrate how to be an audience member in different musical settings.	I can use musical vocabulary to describe personal preference choices.
Indicator GM.R NL.7.1	Indicator GM.R NM.7.1	Indicator GM.R NH.7.1
I can listen and respond to music.	I can model and describe audience behavior in different settings.	I can talk and write about music using musical vocabulary.
Sample Learning Targets • I can talk about music I listen to at home. • I can use my words to tell you the music I like. I can…	***Sample Learning Targets*** • I can applaud at appropriate times during a concert. • I can sit quietly during a performance.	***Sample Learning Targets*** • I can use music vocabulary to describe what I like in a song. • I can talk about a performance using musical vocabulary. I can…

Artistic Processes: Connecting-*I can relate music ideas to personal meaning, other arts disciplines, and content areas.*		
Anchor Standard 8: ***I can examine music from a variety of stylistic and historical periods and cultures.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark GM.C NL.8	Benchmark GM.C NM.8	Benchmark GM.C NH.8
I can recognize and perform musical selections from my own culture and some time periods.	I can identify and perform musical selections from a culture other than mine and a historical time period.	I can identify and perform musical selections from multiple cultures and/or historical time periods.
Indicator GM.C NL.8.1	Indicator GM.C NM.8.1	Indicator GM.C NH.8.1
I can recognize that all cultures and time periods use music.	I can find similar **elements of music** within a culture/time period.	I can find similar **elements of music** in different cultures/time periods.
Sample Learning Targets • I can share music ideas with friends. • I can name musical titles used for at least one cultural event. • I can name composers from the Classical Period (Mozart, Beethoven). • I can...	***Sample Learning Targets*** • I can sing and talk about folk music. • I can name traditions from a culture other than mine that uses music. • I can identify patriotic music and its purpose. • I can describe characteristics of the Classical Period (balance, order, following rules). • I can...	***Sample Learning Targets*** • I can name the historical periods of music. • I can identify instruments from multiple cultures. • I can define a variety of cultures and their use of music. • I can...

Anchor Standard 9: ***I can relate music to other arts disciplines, other subjects, and career paths.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark GM.C NL.9	Benchmark GM.C NM.9	Benchmark GM.C NH.9
I can explore general music concepts among arts disciplines other content areas and related careers in familiar settings.	I can recognize general music concepts among arts disciplines, other content areas and related careers.	I can apply general music concepts to arts disciplines, other content areas and related careers.
Indicator GM.C NL.9.1	Indicator GM.C NM.9.1	Indicator GM.C NH.9.1
I can identify the relationship between music and another subject in my school.	I can make connections between music and another subject in my school.	I can demonstrate and describe the relationship between music and a concept from another subject in my school.
Sample Learning Targets • I can identify songs that will help me in another subject (ex. alphabet song). • I can tell a story with found sounds or computer generated sound. • I can...	***Sample Learning Targets*** • I can write a parody to help me learn the continents. • I can sing the Alphabet song to alphabetize words. • I can...	***Sample Learning Targets*** • I can talk about music's relationship to the science of sound. • I can use music as a tool to learn about fractions. • I can name some South Carolina musicians. • I can...

Indicator GM.C NL.9.2	Indicator GM.C NM.9.2	Indicator GM.C NH.9.2
I can identify topics in music that interest me.	I can identify life skills necessary for a music career.	I can identify specific careers in music.
Sample Learning Targets • I can give examples of careers and events that use music. • I can describe special types of music for special events or times of year and the people involved. • I can...	***Sample Learning Targets*** • I can describe how my musical performance improved. • I can describe proper performer and audience behavior for a concert. • I can work with others to improve my performance. • I can...	***Sample Learning Targets*** • I can name arts businesses and organizations that hire musicians. • I can describe music careers of community members. • I can make a list of music careers. • I can...

Intermediate General Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new musical ideas and works.*		
Anchor Standard 1: ***I can arrange and compose music.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark GM.CR IL.1	Benchmark GM.CR IM.1	Benchmark GM.CR IH.1
I can combine musical ideas to create phrases for voice, instruments, or body movement.	I can compose a rhythmic and melodic phrase.	I can add **harmony** to compose or **arrange** phrases for a given mood.
Indicator GM.CR IL.1.1	Indicator GM.CR IM.1.1	Indicator GM.CR IH.1.1
I can explain the use of **ostinato** to **arrange** a melodic idea.	I can organize rhythmic and melodic patterns into a musical phrase.	I can identify **key signatures** in melodic phrases.
Sample Learning Targets • I can use **notation** technology to **arrange** musical patterns. • I can create an ostinato pattern to a simple song. • I can use technology to create musical ideas. • I can…	***Sample Learning Targets*** • I can write a musical phrase for an instrument. • I can combine patterns to make a musical **phrase**. • I can...	***Sample Learning Targets*** • I can add **harmony** to a familiar tune to demonstrate knowledge of proper key structure. • I can research appropriate keys for specific instruments. • I can...

Indicator GM.CR IL.1.2	Indicator GM.CR IM.1.2	Indicator GM.CR IH.1.2
I can construct **arrangement**s of simple pieces for voices or instruments.	I can create a melodic phrase over a given rhythmic idea.	I can construct a rhythmic, melodic and harmonic idea for a given mood.
Sample Learning Targets • I can **arrange** a familiar song for an instrument. • I can use standard **notation** to compose an **arrangement** of a tune. • I can...	***Sample Learning Targets*** • I can create a melody using the **pentatonic** scale. • I can use sol, mi, do over an **ostinato** rhythm pattern to make a melody. • I can…	***Sample Learning Targets*** • I can add **harmony** to a familiar tune to change the mood. • I can write a short **chorale**. • I can use music writing software to compose or **arrange** my work. • I can...
Anchor Standard 2*: I can improvise music.*		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark GM.CR IL.2	Benchmark GM.CR IM.2	Benchmark GM.CR IH.2
I can **improvise** short melodic question and answer patterns.	I can **improvise** a rhythm pattern to **embellish** a given a harmonic phrase.	I can **improvise** a simple melodic phrase given a harmonic phrase.

Indicator GM.CR IL.2.1	Indicator GM.CR IM.2.1	Indicator GM.CR IH.2.1
I can **improvise** simple tonal patterns within a given **key**.	I can **embellish** a **bass line** with **improvise**d rhythm from an instrument or music software.	I can identify **chord** changes.
Sample Learning Targets • I can **improvise** a scat tune. • I can **improvise** my own simple tonal patterns on my instrument. • I can **improvise** a new ending for a familiar tune. • I can...	***Sample Learning Targets*** • I can play an **improvised** bass line on a barred instrument. • I can **improvise** a rhythmic bass line for a folk song on instruments or using a music app. • I can...	***Sample Learning Targets*** • I can identify **chord** changes to **improvise** a short melody. • I can identify different **chord** patterns on a staff line. • I can write a I, IV, V **chord** progression using **notation**. • I can...
Indicator GM.CR IL.2.2	Indicator GM.CR IM.2.2	Indicator GM.CR IH.2.2
I can **improvise** rhythmic and melodic patterns to create a musical phrase.	I can sing on a neutral syllable an **improvised** rhythm.	I can **embellish** a given melodic phrase that corresponds with simple **chord** changes.
Sample Learning Targets • I can scat to a jazz tune. • I can **improvise** my own simple tonal patterns on my instrument. • I can **improvise** a new ending for a familiar tune. • I can...	***Sample Learning Targets*** • I can sing a familiar song with new rhythmic patterns. • I can **improvise** a new rhythm to end a song. • I can...	***Sample Learning Targets*** • I can **improvise** a melody over a recorded 12 bar blues progression. I can improvise a scat tune. • I can...

Artistic Processes: Performing-*I can perform a variety of music with fluency and expression.*

Anchor Standard 3: *I can sing alone and with others.*

Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark GM.P IL.3	Benchmark GM.P IM.3	Benchmark GM.P IH.3
I can sing a variety of simple part songs.	I can sing with expression and technical accuracy.	I can sing a variety of songs with expression and technical accuracy.
Indicator GM.P IL.3.1	Indicator GM.P IM.3.1	Indicator GM.P IH.3.1
I can sing 2-part songs.	I can sing with proper **intonation** alone and in different ensembles.	I can sing phrasing while responding to a director's cues.
Sample Learning Targets • I can sing **partner songs**. • I can sing a round or **canon**. • I can...	***Sample Learning Targets*** • I can sing my part in an ensemble. • I can sing **intervals**. • I can **match pitch** with a teacher or **pitch** matching app. • I can sight read simple songs. • I can...	***Sample Learning Targets*** • I can follow a conductor's beat and **dynamic** direction. • I can recognize from a score and sing at various **dynamic** levels - p, mp, mf, f. • I can...

Indicator GM.P IL.3.2	Indicator GM.P IM.3.2	Indicator GM.P IH.3.2
I can sing with appropriate **diction and articulation.**	I can apply **dynamics** and expression when I sing.	I can sight read in multiple tonalities and rhythms.
Sample Learning Targets • I can imitate my teacher's pronunciation. • I can sing **legato** and **staccato style**s. • I can...	***Sample Learning Targets*** • I can respond to director cues to use dynamics and expression. • I can recognize and respond to expressive markings in the music. • I can...	***Sample Learning Targets*** • I can sight read my part in tune. • I can sing in **3-part harmony.** • I can sight read music selected for performance and pinpoint areas of needed improvement. • I can...
Anchor Standard 4: ***I can play instruments alone and with others.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark GM.P IL.4	Benchmark GM.P IM.4	Benchmark GM.P IH.4
I can play **accompaniment**s and simple songs on classroom instruments.	I can play and read **complimentary and contrasting** instrumental parts accurately and independently.	I can play and read my part with an **ensemble** using accurate **technique** and **posture.**

Indicator GM.P IL.4.1	Indicator GM.P IM.4.1	Indicator GM.P IH.4.1
I can play **accompaniment**s and songs in **major and minor tonalities**.	I can play my part independently in an **ensemble**.	I can rehearse for improvement in an **ensemble.**
Sample Learning Targets • I can play parts using **notation**. • I can identify by sound - major/minor tonalities. • I can...	***Sample Learning Targets*** • I can read my part with correct rhythm and **tempo.** • I can explain how to practice my part for improvement. • I can…	***Sample Learning Targets*** • I can practice in an **ensemble** using rhythmic and melodic **notation**. • I can practice with a recording and improve my ensemble part. • I can…
Indicator GM.P IL.4.2	Indicator GM.P IM.4.2	Indicator GM.P IH.4.2
I can play using proper technique and **posture**.	I can play my instrument with technical accuracy.	I can use proper **technique** to express music.
Sample Learning Targets • I can play barred instruments with correct mallet technique. • I can look at myself in the mirror to play with proper **posture**. • I can...	***Sample Learning Targets*** • I can complete a rubric that includes **posture** and **intonation** about my playing. • I can...	***Sample Learning Targets*** • I can use proper **technique** for a chosen instrument to perform in an ensemble. • I can apply correct **articulation** to my music. (legato, staccato, etc.) • I can...

Indicator GM.P IL.4.3	Indicator GM.P IM.4.3	Indicator GM.P IH.4.3
I can play in treble and bass **clefs.**	I can read from **notation**, songs I play.	I can play my part independently while others play.
Sample Learning Targets • I can identify treble and bass clef notation. • I can identify the correct clef to play a selected instrument. • I can...	***Sample Learning Targets*** • I can read my part with correct rhythm and **tempo.** • I can play syncopated patterns from **notation**. • I can...	***Sample Learning Targets*** • I can read rhythmic and melodic **notation**. • I can practice in an **ensemble**. • I can...

Anchor Standard 5: *I can read and notate music.*

Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark GM.P IL.5	Benchmark GM.P IM.5	Benchmark GM.P IH.5
I can explain note names and basic rhythms.	I can interpret musical symbols within multiple meters, clefs, and expressive symbols.	I can read and **notate** short musical works in a variety of clefs and meters.
Indicator GM.P IL.5.1	Indicator GM.P IM.5.1	Indicator GM.P IH.5.1
I can read all notes in treble and bass clefs.	I can read alto/tenor clef.	I can read and use key signatures.
Sample Learning Targets • I can read **treble clef** notes. • I can explain duple and triple meter. • I can count 6/8 meter. • I can...	***Sample Learning Targets*** • I can identify the notes in all traditional clefs. • I can rewrite a treble clef passage in another clef. • I can...	***Sample Learning Targets*** I can write the circle of fifths. I can identify appropriate accidentals for a given key. • I can identify enharmonic pitches. • I can...

Indicator GM.P IL.5.2	Indicator GM.P IM.5.2	Indicator GM.P IH.5.2
I can read basic rhythms including **dotted rhythms.**	I can identify compound, complex, and syncopated rhythms.	I can read and use **meter signatures**.
Sample Learning Targets • I can read **treble clef** notes. • I can explain duple and triple meter. • I can count 6/8 meter. • I can...	***Sample Learning Targets*** • I can **notate** a syncopated phrase. • I can apply a rhythmic counting system to compound rhythms. • I can...	***Sample Learning Targets*** • I can read songs in 5/8, 7/8, 9/8, and 2/2 meters. • I can demonstrate basic conducting patterns. • I can...

Artistic Processes: Responding-*I can respond to musical ideas as a performer and listener.*

Anchor Standard 6: ***I can analyze music.***

Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark GM.R IL.6	Benchmark GM.R IM.6	Benchmark GM.R IH.6
I can explain how the **elements of music** are used in a variety of **genre**s, cultures, and time periods.	I can examine how the **elements of music** are used in a variety of **genre**s, cultures, and time periods.	I can find evidence of how music is informed by the structure, elements in a variety of **genres,** cultures, and time periods.

Indicator GM.R IL.6.1	Indicator GM.R IM.6.1	Indicator GM.R IH.6.1
I can listen, identify, and explain **pitch**, **tempo**, and dynamics to describe music of different **style**s.	I can examine the elements of **pitch**, **tempo**, and dynamics in a variety of musical **style**s presented aurally and visually.	I can listen, identify, and explain the elements of **pitch**, **tempo**, dynamics, and **style** used in different cultures and time periods.
Sample Learning Targets • I can identify and explain music characteristics from Native American and Hispanic cultures. • I can identify and explain music from the Baroque and Romantic Period. • I can write the common tempi terms in order. • I can...	***Sample Learning Targets*** • While listening, I can name characteristics of two different musical **style**s. • I can compare use of rhythm between at least 2 different cultures. • I can compare and contrast how **elements of music** are used in rap and jazz. • I can...	***Sample Learning Targets*** • I can name the characteristics of the music from the Baroque Period. • I can explain the use of polyrhythms in African music examples. • I can identify major and minor **tonality** from aural and written examples. • I can…

Indicator GM.R IL.6.2	Indicator GM.R IM.6.2	Indicator GM.R IH.6.2
I can listen to and identify orchestral, band, and electronic instruments by sight and sound.	I can examine the contribution of **timbre** in a variety of musical instruments/voices to musical **style** and mood.	I can examine the use of **timbre** and texture in music from a variety of different **genres.**
Sample Learning Targets • I can identify electronic instruments by sight and sound. • I can identify the common orchestra and band instruments by sight and sound. • I can name instruments in each musical family. • I can...	***Sample Learning Targets*** • I can choose an instrument to best fit a musical **style** and mood. • I can identify instruments that contribute to a variety of non-classical **style**s such as dobro, mandolin, fiddle. • I can describe different vocal techniques that support mood in rap, country, pop, jazz. • I can...	***Sample Learning Targets*** • I can compare and contrast the **timbre** and texture of folk and opera. • I can identify the differences between the **timbre** and texture of a string versus full orchestra. • I can...
Indicator GM.R IL.6.3	Indicator GM.R IM.6.3	Indicator GM.R IH.6.3
I can examine musical **form**s to describe a musical **style**.	I can identify musical **form**s presented aurally and visually.	I can examine the use of musical **form**s presented in a varied repertoire of music.
Sample Learning Targets • I can identify **verse and refrain** in a folk song. • I can determine the **form** of the "Star Spangled Banner". • I can...	***Sample Learning Targets*** • I can use a labeling system to identify a musical **form**. • I can identify the musical **form** from a musical score. • I can name the musical **form** of familiar music.	***Sample Learning Targets*** • I can use music vocabulary to justify my choice of music time period. • I can study a score to cite examples of **compositional techniques.** • I can...

Anchor Standard 7: *I can evaluate music.*		
Benchmark GM.R IL.7	Benchmark GM.R IM.7	Benchmark GM.R IH.7
I can use musical vocabulary to critique a performance.	I can evaluate the quality of musical performances and/ or compositions of others using assessment tools.	I can evaluate the quality of personal performances and/or compositions using assessment tools.
Indicator GM.R IL.7.1	Indicator GM.R IM.7.1	Indicator GM.R IH.7.1
I can describe the quality of a musical performance.	I can apply assessment tools to evaluate tone quality, **intonation**, **articulation**, rhythmic accuracy, musicality, posture, and stage presence to a live or recorded performance.	I can apply assessment tools to evaluate tone quality, intonation, **articulation**, rhythmic accuracy, musicality, posture, and stage presence to my personal performance.
Sample Learning Targets • I can write a response to a music performance using music vocabulary. • I can name a strength and a weakness from a performance. • I can...	***Sample Learning Targets*** • I can apply a rubric/checklist to evaluate a performance. • I can name and define criteria from a rubric. • I can view or listen to recordings to complete a rubric and suggest ideas for improvement. • I can...	***Sample Learning Targets*** • I can respond appropriately to outside criticism of my performance. • I can discuss areas of needed practice to improve my performance. • I can...

Artistic Processes: Connecting- *I can relate music ideas to personal meaning, other arts disciplines, and content areas.*

Anchor Standard 8: ***I can examine music from a variety of stylistic and historical periods and cultures.***

Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark GM.C IL.8	Benchmark GM.C IM.8	Benchmark GM.C IH.8
I can examine relationships among musical selections from multiple cultures and/or historical time periods**.**	I can research the role of music within a specific culture or historical time period and present what I discovered.	I can perform and modify a musical work using characteristics from a culture or time period.
Indicator GM.C IL.8.1	Indicator GM.C IM.8.1	Indicator GM.C IH.8.1
I can identify similarities and differences in music from multiple cultures and time periods.	I can use music vocabulary terms such as **form**, **tempo**, dynamics, etc. to describe musical works from similar cultures and time periods.	I can change a musical work using the **elements of music** from a culture or time period.
Sample Learning Targets • I can describe the difference between African and Native American music. • I can use music vocabulary to describe a culture (ex. African - polyrhythms, characteristic instruments). • I can compare and contrast the time period of Baroque and Classical. • I can...	***Sample Learning Targets*** • I can research an historical period and report it to the class including musical examples. • I can describe the music of historical composers using the **elements of music** in my descriptions. • I can...	***Sample Learning Targets*** • I can use technology to arrange "Jingle Bells" to reflect a different culture. • I can apply changes to a Classical piece of music to reflect a different time period. • I can...

Anchor Standard 9: ***I can relate music to other arts disciplines, other subjects, and career paths.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark GM.C IL.9	Benchmark GM.C IM.9	Benchmark GM.C IH.9
I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied to a career in music.	I can recognize **specific** skills shared among arts disciplines, other content areas and how they can be applied to a career in music.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in music careers.
Indicator GM.C IL.9.1	Indicator GM.C IM.9.1	Indicator GM.C IH.9.1
I can apply music concepts to other arts disciplines and content areas.	I can examine the relationship between music and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my music.
Sample Learning Targets I can make musical connections to the art works of Kandinsky. • I can define words with multiple meanings in music and other subjects. • I can use tone color, pattern, texture, etc.to talk about music and other arts disciplines. • I can...	***Sample Learning Targets*** • I can compare and contrast mood in music, art, dance, and drama. • I can relate music of the ‘50s to its historical context. • I can trace the connection of the American Revolution to army bands and their music. • I can...	***Sample Learning Targets*** • I can use music to complete a STEM project. • I can examine the relationship between an element of music and other disciplines including other arts disciplines. • I can...

Indicator GM.C IL.9.2	Indicator GM.C IM.9.2	Indicator GM.C IH.9.2
I can demonstrate and describe the skills needed for careers in music.	I can examine the educational requirements needed for a variety of careers in music.	I can compare similarities and differences in a variety of music careers and roles of musicians in those careers.
Sample Learning Targets • I can research skills needed for a variety of music careers. • I can investigate and report about music careers in SC. • I can...	***Sample Learning Targets*** • I can name careers in music and research the requirements for the chosen career. I can examine the requirements of a music producer. • I can identify college degree programs for music therapy. • I can name and describe skills necessary for college study of music leading to a job or profession. • I can…	***Sample Learning Targets*** • I can use technology to compare required skills for music careers. • I can identify common music skills needed in different music careers. • I can...

Advanced General Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new musical ideas and works.*		
Anchor Standard 1: *I can arrange and compose music.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark GM.CR AL.1	Benchmark GM.CR AM.1	Benchmark GM.CR AH.1
I can **arrange**, compose, and explain intent using melody, rhythm, and **harmony**.	I can collaborate with others to compose or **arrange** a variety of musical **style**s.	I can compose music within **expanded forms.**
Indicator GM.CR AL.1.1	Indicator GM.CR AM.1.1	Indicator GM.CR AH.1.1
I can use the **circle of fifths** to explain transposition of a written musical work.	I can revise a composition based on the feedback from others to improve composed works.	I can create an original composition independently.
Sample Learning Targets • I can use the circle of fifths to compose a work in complementary keys. • I can use a technology system to **notate** and **transpose** my work. • I can transpose a single part for two different instruments.	***Sample Learning Targets*** • I can record my composition to revise based on feedback. • I can use anchor compositions from known composers to compare stylistic techniques. • I can...	***Sample Learning Targets*** • I can compose a concerto for my instrument. • I can write a song. • I can use technology storage systems to organize my compositions. • I can...

Indicator GM.CR AL.1.2	Indicator GM.CR AM.1.2	Indicator GM.CR AH.1.2
I can use and explain compositional techniques to compose works in a musical form.	I can work with others to compose an original composition.	I can create a new **arrangement** from a given composition.
Sample Learning Targets • I can explain common music **form**s, (for example: **verse-refrain, AB, ABA).** • I can compose a short work in a given music **form**. • I can...	***Sample Learning Targets*** • I can use **theme and variations** to compose a work with others. • I can use technology to collaborate with team members while composing. • I can...	***Sample Learning Targets*** • I can **arrange** a work for an ensemble. • I can use technology to store and organize my compositions. • I can **arrange** a composition for an alternative instrument. • I can...
Anchor Standard 2*: I can improvise music.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark GM.CR AL.2	Benchmark GM.CR AM.2	Benchmark GM.CR AH.2
I can perform a brief **improvisation** given a **chord** progression and meter.	I can perform an **improvisation** given a **motive**, **chord** progression, and meter.	I can perform and refine an extended spontaneous **improvisation** independently.

Indicator GM.CR AL.2.1	Indicator GM.CR AM.2.1	Indicator GM.CR AH.2.1
I can **improvise** harmonizing parts.	I can perform an **improvisation** on a given **motive.**	I can **improvise** responding to aural cues.
Sample Learning Targets • I can identify **chord** changes in an unfamiliar piece to **improvise** on an instrument. • I can vocally **improvise harmonic embellishments** over a given melody. • I can...	***Sample Learning Targets*** • I can **improvise** stylistically appropriate harmonizing parts. • I can perform on an instrument, music apps, or sing an **improvise**d part in an ensemble. • I can...	***Sample Learning Targets*** • I can **improvise** rhythmic and melodic **variations** on given melodies in **pentatonic**, major, and minor keys. • I can **improvise** with freedom and expression within a given key, **tonality**, meter, and **style.** • I can...
Indicator GM.CRAL.2.2	Indicator GM.CR AM.2.2	Indicator GM.CRAH.2.2
I can **improvise** short melodies using accurate and consistent **style**, meter, and **tonality**.	I can **improvise** extended passages using consistent **style**, meter, and **tonality**.	I can demonstrate and refine musicality during **improvisational** solos.
Sample Learning Targets • I can **improvise** a short passage using only a **chord** progression or lead sheet**.** • I can create a lead sheet for a jazz tune. • I can...	***Sample Learning Targets*** • I can follow a lead sheet to perform an extended **improvisation** pattern. • I can perform on an instrument, music apps, or sing an **improvise**d part in an ensemble. • I can...	***Sample Learning Targets*** • I can show freedom of expression in my **improvisation.** • I can critique and provide feedback for **improvisation** work. • I can...

Artistic Processes: Performing- *I can perform a variety of music with fluency and expression.*		
Anchor Standard 3: *I can sing alone and with others.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark GM.P AL.3	Benchmark GM.P AM.3	Benchmark GM.P AH.3
I can sing expressively and apply technical and **stylistic** criteria in a variety of songs alone and in various **ensembles**.	I can collaborate with others make technical and stylistic decisions.	I can make technical and **stylistic** choices about my performance as a singer alone and in various ensembles.
Indicator GM.P AL.3.1	Indicator GM.P AM.3.1	Indicator GM.P AH.3.1
I can sing in a group with balance.	I can sing in ensembles.	I can use a variety of technical and stylistic choices in my performance.
Sample Learning Targets • I can identify the melodic line to balance my part with ensemble members. • I can respond to a conductor's cues to adjust balance during a performance. • I can...	***Sample Learning Targets*** • I can sing solos, duets, **trio**s, etc. • I can use feedback of my performance to improve my skills. • I can...	***Sample Learning Targets*** • I can choose appropriate music for myself. • I can accept and use criticism of my personal choices to improve my work. • I can...

Indicator GM.P AL.3.2	Indicator GM.P AM.3.2	Indicator GM.P AH.3.2
I can **blend** with others in an ensemble.	I can rehearse with an ensemble to improve my work.	I can apply a variety of musical choices for performance.
Sample Learning Targets • I can sing at various **dynamic** levels - p, mp, mf, f. to **blend** with the group. • I can **blend** harmonic lines above the bass line to improve **intonation**. • I can...	***Sample Learning Targets*** • I can use song **form** to memorize lyrics. • I can demonstrate appropriate ensemble behaviors to improve my group. • I can rehearse and polish my part with a recording in sectionals. • I can...	***Sample Learning Targets*** • I can select music appropriate for my voice and the venue of performance. • I can apply **style** decisions to my personal performance. • I can...

Anchor Standard 4: *I can play instruments alone and with others.*

Advanced **Low**	**Advanced** **Mid**	**Advanced** **High**
Benchmark GM.P AL.4	Benchmark GM.P AM.4	Benchmark GM.P AH.4
I can play an instrument expressively and apply technical and **stylistic techniques** in variety of music alone and in various **ensembles**.	I can collaborate with others to apply technical and **stylistic techniques** in a variety of music alone and in various **ensembles**.	I can make technical and **stylistic** choices about my performance as an instrumentalist alone and in various **ensembles**.

Indicator GM.P AL.4.1	Indicator GM.P AM.4.1	Indicator GM.P AH.4.1
I can play in various musical **styles** on instruments.	I can collaborate with others to improve my **ensemble**.	I can control my instrument across expanded **dynamic** ranges using **stylistic** nuances and expressive inflections.
Sample Learning Targets • I can identify **intonation** tendencies for my instrument. • I can respond to musical score markings in my part to improve stylistic intentions in the ensemble. • I can...	***Sample Learning Targets*** • I can listen to a recording of my ensemble and suggest areas for additional practice. • I can compare a benchmark performance of my ensemble selection to my group's performance. • I can...	***Sample Learning Targets*** • I can decide how to improve my performance. • I can incorporate **vibrato** in a **stylistically** appropriate manner. • I can...
Indicator GM.P AL.4.2	Indicator GM.P AM.4.2	Indicator GM.P AH.4.2
I can **balance** my sound with others in an **ensemble**.	I can control **pitch** and tone quality with proper **dynamics.**	I can adjust my **intonation** relative to **chord** tones.
Sample Learning Targets • I can perform the first four SCBDA Senior Scales (major and relative minor) for my instrument, in tune. • I can perform the SCBDA Clinic chromatic range for my instrument, in tune. • I can...	***Sample Learning Targets*** • I can play repertoire with a vibrant tone on my instrument. • I can play my part with an **accompaniment** app. • I can identify and apply **intonation** tendencies for my instrument. • I can...	***Sample Learning Targets*** • I can accurately tune my instrument to other instruments. • I can identify the tonic and dominant to adjust my **pitch**. • I can use a **pitch** matching app to improve my practice and **intonation**. • I can…

Indicator GM.P AL.4.3		
I can sight read a musical part.		
Sample Learning Targets • I can demonstrate accurate fingering, bow technique, or the instrument fingering system for my instrument. • I can perform the SCBDA Clinic chromatic range for my instrument, in tune. • I can sight read with accuracy two levels below my playing level. • I can...		
Anchor Standard 5: ***I can read and notate music.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark GM.P AL.5	Benchmark GM.P AM.5	Benchmark GM.P AH.5
I can sight read a variety of music at Grade 2 with technical accuracy.	I can sight read a variety of music at Grade 3 with technical accuracy.	I can sight read a variety of music at Grade 4 with technical accuracy.

Indicator GM.P AL.5.1	Indicator GM.P AM.5.1	Indicator GM.P AH.5.1
I can sight read musical works in simple meters and tonalities with technical accuracy.	I can sight read musical works in a variety of keys and clefs.	I can sight read musical works in a variety of keys, clefs, meters.
Sample Learning Targets • I can sight read a musical work in duple meter. • I can sight read a musical work in major **tonality**. • I can...	***Sample Learning Targets*** • I can sight read a musical work with 2 or more key changes with accuracy. • I can apply **tempo** markings when I sight read. • I can identify challenging rhythms in my part during sight-reading. • I can...	***Sample Learning Targets*** • I can sight read a musical work with 2 or more meter changes with accuracy. • I can apply **dynamic** markings when I sight read. • I can use interactive sight-reading music software to increase my technical accuracy. • I can...
Indicator GM.P AL.5.2	Indicator GM.P AM.5.2	Indicator GM.P AH.5.2
I can respond to a director while sight-reading.	I can apply **tempo** and **dynamic** markings to my sight-reading.	I can apply expressive music markings to my sight-reading.
Sample Learning Targets • I can respond to **dynamic** cues from a conductor/director while sight-reading. • I can respond to **tempo** cues from a conductor/director while sight-reading. • I can...	***Sample Learning Targets*** • I can apply **tempo** markings when I sight read. • I can identify challenging rhythms in my part during sight-reading. • I can accurately select a **tempo** for sight-reading based on cues in the score. • I can…	***Sample Learning Targets*** • I can interpret from the page, expressive cues while I sight read. • I can apply **dynamic** markings when I sight read. • I can use interactive sight-reading music software to increase my technical accuracy. • I can…

Artistic Processes: Responding-*I can respond to musical ideas as a performer and listener.*		
Anchor Standard 6: *I can analyze music.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark GM.R AL.6	Benchmark GM.R AM.6	Benchmark GM.R AH.6
I can examine the use of **compositional techniques** within multiple musical works.	I can collaborate with others to justify the use of **compositional techniques** within musical works.	I can analyze **compositional techniques,** to explain a composer's intent.
Indicator GM.R AL.6.1	Indicator GM.R AM.6.1	Indicator GM.R AH.6.1
I can describe and use meter, **tonality**, **intervals**, **chord**s, and harmonic progressions when analyzing written and aural compositions.	I can collaborate with others to determine intent of changes in meter, **tonality** and **harmony** that contribute to musical **style**.	I can determine the intent of changes in meter, **tonality** and **harmony** in a variety of musical compositions to create tension and emotional response.
Sample Learning Targets • I can identify and write a 12 bar blues progression. • I can identify **intervals** from an aural example. • I can...	***Sample Learning Targets*** • I can listen and respond to musical texture (thick/thin/ simple/complex). • I can define and recognize monophonic, polyphonic, and homophonic textures. • I can collaborate with others to identify elements that explain the musical **style** of a work. • I can...	***Sample Learning Targets*** • I can justify the aim or purpose of a composer's musical work. • I can research the background of a piece to determine possible composer's intent. • I can...

Indicator GM.R AL.6.2	Indicator GM.R AM.6.2	Indicator GM.R AH.6.2
I can examine and discuss culturally authentic practices found in musical works.	I can identify **compositional technique**s used to achieve unity, variety, tension and release in music to evoke an emotional response from the listener.	I can examine **timbre** and the use of voices, instruments, and other sound sources in a variety of musical **style**s, cultures, and **genre**s.
Sample Learning Targets • I can compare the impact of cultural influences on musical works. • I can research authentic examples of cultural music and compare it to current works. • I can...	***Sample Learning Targets*** • I can discuss a composer's intent and suggest a purpose for the musical work. • I can cite examples of musical tension within a musical score or performance. • I can...	***Sample Learning Targets*** • I can write a critical **analysis** of a musical work or performance. • I can analyze the instrument choice of a calypso band. • I can...
Indicator GM.R AL.6.3	Indicator GM.R AM.6.3	Indicator GM.R AH.6.3
I can analyze and describe how the use of expressive devices and **form** are used in culturally and historically diverse **genre**s.	I can examine the use of musical **form** and expressive devices in a variety of 20th & 21st Century compositions.	I can examine the use of musical **form** when analyzing aural examples of a varied repertoire of music and inform my personal music preferences.
Sample Learning Targets • I can identify sonata, concerto, and sonata allegro **form**s from various time periods. • I can write an **analysis** of a composition about the influence of **form** on the overall work. • I can…	***Sample Learning Targets*** • I can discuss the impact of musical **form** on the overall intent and expression of a musical work. • I can compare music **form**s from the 20th and 21st Centuries to earlier musical examples. • I can…	***Sample Learning Targets*** • I can compare multiple works of one composer as to design, form, and justify my personal preferences. • I can compare and contrast a musical work from two different composers of the same time period as to musical form. • I can…

Anchor Standard 7: *I can evaluate music.*		
Benchmark GM.R AL.7	Benchmark GM.R AM.7	Benchmark GM.R AH.7
I can collaborate to develop strategies for improvement of group performances.	I can make critical evaluations of performance, compositions, **arrangement**s, and **improvisation**s.	I can justify personal performance decisions.
Indicator GM.R AL.7.1	Indicator GM.R AM.7.1	Indicator GM.R AH.7.1
I can compare a group performance to a benchmark to refine the performance.	I can listen or view a variety of performances and offer suggestions for improvement.	I can use multiple media sources to critique my personal performances.
Sample Learning Targets • I can compare the group to a benchmark offering strategies for improvement. • I can critique the work of others in my group through collaboration. • I can...	***Sample Learning Targets*** • I can watch and respond to a digital recording of my performance. • I can analyze a score to make performance decisions. • I can offer positive feedback and suggest improvements of musical performances. • I can...	***Sample Learning Targets*** • I can research multiple examples of one musical work as points of comparison to my recorded performance. • I can write a critical **analysis** of a work. • I can...

Artistic Processes: Connecting- *I can relate music ideas to personal meaning, other arts disciplines, and content areas.*

Anchor Standard 8: ***I can examine music from a variety of stylistic and historical periods and cultures.***

Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark GM.C AL.8	Benchmark GM.C AM.8	Benchmark GM.C AH.8
I can analyze a diverse repertoire of music from a cultural or historical time period.	I can examine contemporary musical works to determine the influence of historical and cultural traditions.	I can examine, create, and perform music based on historical and cultural contributions.
Indicator GM.C AL.8.1	Indicator GM.C AM.8.1	Indicator GM.C AH.8.1
I can explain specific cultural and historical traditions and infuse these ideas into my music.	I can select musical elements in contemporary music that reflect cultural and historical influences**.**	I can use historical and cultural contributions to justify my musical choices.
Sample Learning Targets • I can compare music of the same time periods from North America and Europe. • I can trace connections of history to musical **style**. • I can create a timeline of music history to other historical events. • I can...	***Sample Learning Targets*** • I can identify and research a musician from the last decade and discuss his/her impact in the music world. • I can name modern composers and describe their **style** influences from a historical context. • I can...	***Sample Learning Targets*** • I can trace influences from musical history to contemporary music **styles** as they relate to American music**.** • I can create a set of program notes that reflect my performance for a current program using historical and cultural contributions as points of interest. • I can...

Anchor Standard 9: ***I can relate music to other arts disciplines, other subjects, and career paths.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark GM.C AL.9	Benchmark GM.C AM.9	Benchmark GM.C AH.9
I can apply concepts among arts disciplines and other content areas to general music and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values and location influence music and the need for music related careers.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a musician.
Indicator GM.C AL.9.1	Indicator GM.C AM.9.1	Indicator GM.C AH.9.1
I can explain ideas from other arts disciplines and content areas through music.	I can explain how my artistic choices are influenced by cultural and social values.	I can analyze complex ideals that influence my artistic perspective and creative work.
Sample Learning Targets • I can explain how the elements of the arts have similarities and differences. • I can use a musical parody to explain the Pythagorean theorem. • I can...	***Sample Learning Targets*** • I can select music for a patriotic celebration. • I can describe the influence of social values found in selected musical works. • I can...	***Sample Learning Targets*** • I can analyze the lyrics of music that I purchase to determine the political and societal issues of today. • I can research and describe political and cultural issues influencing contemporary musical selections. • I can...

Indicator GM.C AL.9.2	Indicator GM.C AM.9.2	Indicator GM.C AH.9.2
I can identify and describe traditional and emerging careers in music.	I can discuss the impact of economic issues as they affect the impact on music careers.	I can analyze my personal career choices in the arts or non-arts disciplines.
Sample Learning Targets • I compare and contrast current performing artists and discuss their influences on our society. • I can investigate a famous musician and compare his/her career life to a possible career for myself. • I can explore careers in sound engineering, producing, or music video production using technology. • I can...	***Sample Learning Targets*** • I can prepare a feasibility study on the influence of arts investment in my community. • I can investigate the cost of live performances and professional musicians in a community. • I can research products designed to be competitive in the music market. • I can...	***Sample Learning Targets*** • I can use research to predict possible new careers for music. • I can evaluate my personal career choices in the arts or non-arts discipline. • I can...

General Music Glossary

AABA A design sometimes called rounded binary form it was sometimes originally used for short pieces such as dances.Also called song form, AABA is a variation of ABA in which the first section, A, is played twice before the middle section, B, and a third time to conclude the piece. During the late eighteenth century, the rounded binary form developed into the sonata form.

AB Binary form A basic musical form consisting of two sections, A and B; usually they are repeated, creating the form AABB.

ABATernary form A basic musical form consisting of three sections (A, B, and A), the third section being virtually identical to the first. If it is identical, the third section often is not written out, the performer simply being directed to repeat the first section (usually marked da capo or D.C.), as in the da capo aria and minuet or scherzo with trio.

Accompaniment A musical part that supports or partners a solo instrument, voice, or group.

Arrangement/Arrange Composition based on existing music (e.g., scoring for voices not used in the original piece, adding a percussion part to the original).

Articulation The manner or style in which the notes in a piece of music are sung. Attacking and releasing. Beginning and ending a sound clearly and distinctly.

Aural/Aurally By ear; without reference to or memorization of written music.

Blend To merge voices to form a unified resonant sound in which no individual timbre dominates.

Body Percussion The sounds created by using body parts as percussion instruments (for example, clapping hands, stamping feet).

Call and Response The alteration of musical phrases between groups of musicians. Three terms have been used to distinguish between different forms of call and response: adjacent (the response follows immediately after the call section); overlapping (the response begins before the call section has concluded; and interlocking (there is a continuous response with a counter solo passage over it, so that the call and response are "locked" together).

Canon Two or more voices in which one voice enters after another in exact imitation of the first. (See rounds.)

Characteristic Tone Quality The particular sound that is characteristic of a specific instrument at all dynamic and pitch levels and with all articulations.

Chord Three or more pitches sounded simultaneously or functioning as if sounded simultaneously.color (See timbre, definition 1.)

Compositional Techniques Formal melodic, rhythmic, and harmonic techniques used by composers to create music.Combining music elements to form a whole including style, form, balance, complexity, and continuity.

Contour The shape of a melody or melodic line, contour can be seen by viewing a written piece, as well as heard as to the direction up, down, or staying the same pitch.

Cut Time Also called alla breve. Used for quick duple time in which the half note, or occasionally the whole note, is given one beat instead of two. Descants. Harmonizing voice parts added above the melody.

Developmentally Appropriate Taking into account the fact that developmental change is qualitative, sequential, directional, cumulative, multifactorial, and individual, diatonic A musical scale (major or minor) comprising intervals of five whole steps and two half steps.

Diction The choice and use of words and phrases in speech or writing.

Dotted Rhythms Rhythm patterns that contain dotted notes (a dot after the note indicates that the note should be extended by half as much again as the note's principal time value).

Dynamics Changes in volume; varying degrees of loudness and softness. Adjective form, dynamic.

Elements of Music Seven basic building blocks of music as follows:

1.Rhythm: (beat, meter, tempo, syncopation)

2. Dynamics: (forte, piano, [etc.], crescendo, decrescendo)

3. Melody: (pitch, theme, conjunct, disjunct)

4. Harmony: (chord, progression, consonance, dissonance, key, tonality, atonality)

5. Tone color: (register, range, instrumentation)

6. Texture: (monophonic, homophonic, polyphonic, imitation, counterpoint)

7. Form: (binary, ternary, strophic, through-composed)

Embellishments A group of notes or a single note added to a basic melody as ornamentation. In Orff-Schulwerk, embellishment is also a color part.

Ensemble Skills The abilities that allow a group of musicians to perform together with a refined degree of unanimity of phrasing, dynamics, and style.

Enunciation The clarity with which words are spoken or sung.

Form The structure or organization of a musical phrase or composition. AB, or binary, form (in which two contrasting sections are present) is the most basic. ABA, or ternary, form is derived from binary form and results from the repetition of the first section. Larger musical forms include rondo, theme and variation, sonata, and symphony.

Genre A type or style of music; an established form of musical composition such as ballad, concerto, folk music, lullaby, march, spiritual.

Good Posture The position of the body for singing. The chin should be parallel to the floor. The shoulders should be held back and down with the chest held high but not in a strained position. The abdomen should be flat and firm and held in an expandable position. The hands should be relaxed and still at the sides. Knees should be flexibly loose and never locked. The feet should be flat on the floor and held shoulder width apart. The weight of the body should be balanced on both feet and the body should be held slightly forward.

Harmony/Harmonic -(1) The pattern of intervals and chords in a composition. (2) The ways in which chords and intervals are related to one another and the ways in which one interval or chord can be connected to another. Adjective form, harmonic.

Head Voice A clear, open tone that resonates in the head and not in the throat or chest.

Improvisation/Improvise The creation of music in the course of performance. Verb form, improvise.

Intervals (1) Pairs of notes sounded at the same time. (2) The distances between two pitches. (Skip, steps, leaps).

Intonation The proper production of a musical tone so that it is played or sung in tune with characteristic tone for voice or instrument.

Improvise/Improvisation Create and perform (music, drama, or verse) spontaneously or without preparation.

Key Signatures The sharp, flat, or natural signs placed at the beginning of a staff indicating the tonality of the composition.

Major and Minor Tonalities Keys based upon seven-tone diatonic scales and derived from ancient Greek modes and modalities. A pentatonic tonality is based upon a five-note scale usually made up of the pitches do, re, mi, so, and la.

Match the Pitch To sing (or play) the same pitch given by another instrument or person.

Meter The way beats of music are grouped, often in sets of two or three.

Motive A short tune or musical figure that characterizes and unifies a composition. It can be of any length but is usually only a few notes long. A motive can be a melodic, harmonic, or rhythmic pattern that is easily recognizable throughout the composition.

Notation/Notate A system used for writing down music showing aspects of music tones such as the tones to be sounded (pitch), the time each tone should be held in relation to the others (duration), and the degree of loudness (dynamics) at which the tone should be played. Verb form, notate.

Ostinati Short music patterns that are repeated persistently throughout a performance, composition, or a section of one. (Singular form, ostinato.)

Partner Songs Two or more different songs that are performed at the same time to create harmony.

Pentatonic A scale made up of five tones (usually do, re, mi, so and la) as opposed to the seven-tone diatonic scale and the twelve-tone chromatic scale. The pentatonic scale is found in the music of many Asian and African peoples, as well as in some European folk music. See tonality.

Pitch(1) The property of a musical tone that is determine by the frequency of the sound waves creating it. (2) The highness or lowness of a tone.

Pitched Adjective describing instruments that produce various tones; includes the families of brass, woodwinds, strings, and keyboards.

Question-and-Answer Adjective describing a pattern or phrase in which a pair of musical statements complement one another in rhythmic symmetry and harmonic balance.

Rhythm Syllables Musical training involving both ear training and sight singing. Whether the teacher chooses Kodály, Orff, Suzuki, or another method, it must be used appropriately, sequentially, and consistently.

Rondo The musical form in which the first section, A, recurs after each of several contrasting sections: ABACA.

Rounds Songs or instrumental pieces that begin with a single voice or instrument on the melody, followed at intervals by the other voices or instruments that enter individually and perform exactly the same melody, thus forming a polyphonic harmony out of a simple melody. (See canon.)

Solfège A music exercise involving both ear training and sight singing. Whether the teacher uses Kodály's methodology, John Feierabend's Conversational Solfege series, or the Alexander Technique, it must be used appropriately, sequentially, and consistently.

Style/Stylistic The composer's manner of treating the various elements that make up a composition—the overall form, melody, rhythm, harmony, instrumentation, and so forth—as well as for the performer's manner of presenting the composition. Adjective form, stylistic. Adverb form, stylistically. syncopation Stress on a normally unstressed beat.

Tempo(1) A steady succession of units of rhythm; the beat. (2) The speed at which a piece of music is performed or is written to be performed. Texture. The number and relationship of musical lines in a composition.

Theme and Variation A musical form consisting of a main idea followed by changed versions of that idea.

Timbre(1) The blend of overtones (harmonics) that distinguish a note played on a flute, for example, from the same note played on the violin. (2) The distinctive tone quality of a particular musical instrument.

Tonality The use of a central note, called the tonic, around which the other tonal material of a composition (notes, intervals, chords) is built and to which the music returns for a sense of rest and finality. The term tonality refers particularly to harmony and to chords and their relationships.

Triplets Three notes of equal length that are performed in the duration of two notes of equal length.

Two-and Three-part Songs written for two voices or three voices (for example, soprano and alto; soprano, alto, and baritone).

Unpitched Adjective describing instruments that do not produce various tones; includes such percussion instruments as claves, maracas, and wood blocks.

Verse and Refrain The verse section of the song is the section in which different sets of words are sung to the same repeated melody and contrasts with a refrain, where the words and melody are both repeated.

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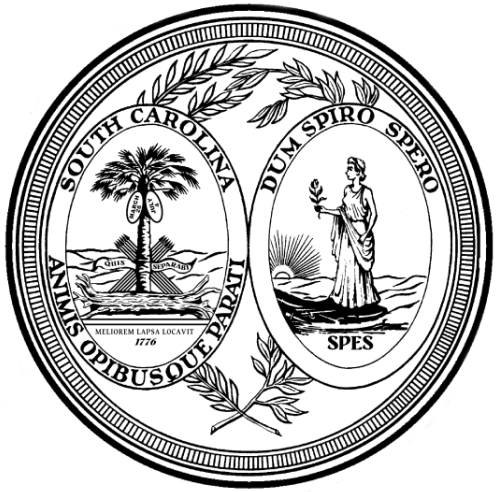
South Carolina
College- and Career-Ready Standards for Instrumental Music Proficiency



South Carolina Department of Education
Columbia, South Carolina
2017

Instrumental Music

Introduction

The new South Carolina College- and Career-Ready Standards for Instrumental Music Proficiency were written for the learner. Learners begin new music experiences at different ages and progress toward music proficiency at different rates. The amount of quality time spent in each course of study is a determining factor in the proficiency level that learners will reach. Learners at similar ages frequently demonstrate varying proficiency levels. The continuum permits flexibility in acknowledging that students will developmentally progress through the artistic processes at varying degrees over time.

The 2017 Instrumental Music Standards align with the 2014 National Core Arts Standards for Music and contain some language and content from the 2010 Instrumental Music Standards. The 2017 standards were written within four artistic processes: creating, responding, performing, and connecting. Within the artistic processes, the document outlines benchmarks, indicators, and sample learning targets featuring "I can" statements designed to place the learner in the driver's seat of their learning process. These standards cover Band and Orchestra. Standards related to performance contain Indicators and Sample Learnings Targets that are Band and Orchestra specific.

The ultimate goal of the 2017 Instrumental Music Standards is to provide a document that is learner centered, meeting individual educational needs and instilling a lifelong appreciation for music.

Instrumental Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new musical ideas and works.*								
Anchor Standard 1: ***I can compose and arrange music.***								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark IM.CR NL.1	Benchmark IM.CR NM.1	Benchmark IM.CR NH.1	Benchmark IM.CR IL.1	Benchmark IM.CR IM.1	Benchmark IM.CR IH.1	Benchmark IM.CR AL.1	Benchmark IM.CR AM.1	Benchmark IM.CR AH.1
I can notate **rhythm** patterns using a defined selection of note values.	I can notate tonal patterns using a defined selection of **pitch**es.	I can notate simple melodies for my instrument	I can **compose** and ar**range** melodies for my instrument within simple forms.	I **compose** and ar**range** simple harmonic accompani-ments.	I can **compose** and ar**range** melodies with simple harmonic accompani-ments.	I can **compose** and ar**range** incorporating **expressive elements**.	I can **compose** and ar**range** short musical works for a small ensemble.	I can **compose** and ar**range** short musical works for a large ensemble.

Indicator IM.CR NL.1.1	Indicator IM.CR NM.1.1	Indicator IM.CR NH.1.1	Indicator IM.CR IL.1.1	Indicator IM.CR IM.1.1	Indicator IM.CR IH.1.1	Indicator IM.CR AL.1.1	Indicator IM.CR AM.1.1	Indicator IM.CR AH.1.1
I can choose various note values to represent simple **rhythm** patterns.	I can choose various **pitch**es to represent simple melodic patterns.	I can write a simple **melody** within a given **key**, **tonality**, and **meter**.	I can adapt a **melody** for my instrument.	I can write basic chords in a given **key**.	I can **compose** melodies with simple chord progressions.	I can **compose** incorporating **expressive elements**.	I can ar**range** a work for two instruments.	I can ar**range** a work for large **ensembles** incorporating elements of **melody**, **harmony**, **rhythm**, timbre, texture, form, and **expression** to communicate a mood, emotion, idea, or experience.
Indicator IM.CR NL.1.2	Indicator IM.CR NM.1.2		Indicator IM.CR IL.1.2	Indicator IM.CR IM.1.2	Indicator IM.CR IH.1.2	Indicator IM.CR AL.1.2	Indicator IM.CR AM.1.2	
I can write simple **rhythm** patterns using standard music notation.	I can write simple melodic patterns using standard music notation.		I can create a variation on a given theme.	I can write a basic chord progression in a given **key**.	I can ar**range** melodies with simple chord progressions.	I can ar**range** incorporating **expressive elements**.	I can ar**range** a work for small ensemble.	

			Indicator IM.CR IL.1.3	Indicator IM.CR IM.1.3				
			I can **compose** using verse-refrain, AB, ABA, and theme & variation forms.	I can write a basic harmonic accompany-ment in a given **key**.				
Anchor Standard 2: *I can improvise music.*								
Benchmark IM.CR NL.2	Benchmark IM.CR NM.2	Benchmark IM.CR NH.2	Benchmark IM.CR IL.2	Benchmark IM.CR IM.2	Benchmark IM.CR IH.2	Benchmark IM.CR AL.2	Benchmark IM.CR AM.2	Benchmark IM.CR AH.2
I can imitate simple **rhythm** patterns within a given **meter**.	I can imitate simple tonal patterns within a given **key** and **tonality**.	I can imitate simple melodic phrases given simple chord changes.	I can improvise simple **rhythm** patterns within a given **meter**.	I can improvise simple tonal patterns within a given **key** and **tonality**.	I can improvise simple melodic phrases given chord changes.	I can perform a brief improvisation given a chord progression and **meter**.	I can perform an improvisation given a motive, chord progression, and **meter**.	I can perform an extended spontaneous improvisation with freedom and **expression** featuring motivic development within a given **key**, **tonality**, **meter**, and **style**.

Indicator IM.CR NL.2.1	Indicator IM.CR NM.2.1	Indicator IM.CR NH.2.1	Indicator IM.CR IL.2.1	Indicator IM.CR IM.2.1	Indicator IM.CR IH.2.1	Indicator IM.CR AL.2.1	Indicator IM.CR AM.2.1	Indicator IM.CR AH.2.1
I can echo simple **rhythm** patterns on a neutral syllable, incorporating movement.	I can echo simple tonal patterns on a neutral syllable.	I can imitate simple melodic phrases given simple chord changes.	I can improvise my own simple **rhythm** patterns on a neutral syllable, incorporating movement.	I can improvise my own simple tonal patterns on a neutral syllable.	I can identify chord changes.	I can improvise short melodic patterns in varying **meter**s.	I can perform an improvisation on a given motive.	I can improvise an extended unaccompa-nied solo within a given **key**, **tonality**, **meter**, and **style**.
Indicator IM.CR NL.2.2	Indicator IM.CR NM.2.2	Indicator IM.CR NH.2.2	Indicator IM.CR IL.2.2	Indicator IM.CR IM.2.2	Indicator IM.CR IH.2.2	Indicator IM.CR AL.2.2	Indicator IM.CR AM.2.2	Indicator IM.CR AH.2.2
I can echo simple **rhythm** patterns using **rhythm**ic solfege or a counting system.	I can echo simple tonal patterns using tonal solfege on **pitch** names.	I can embellish a given melodic phrase that corresponds with simple chord changes on my instrument.	I can improvise my own simple **rhythm** patterns using **rhythm**ic solfege or a counting system.	I can improvise my own simple tonal patterns using tonal solfege or **pitch** names.	I can improvise simple melodic phrases that correspond with chord changes.	I can improvise a short passage using only a chord progression or lead sheet.	I can improvise an extended passage using only a chord progression or lead sheet.	I can improvise freely within a given **key**, **tonality**, **meter**, and **style**, responding to aural cues from other members of an ensemble.

Indicator IM.CR NL.2.3	Indicator IM.CR NM.2.3		Indicator IM.CR IL.2.3	Indicator IM.CR IM.2.3				
I can echo simple **rhythm** patterns on my instrument.	I can echo simple tonal patterns on my instrument.		I can improvise my own simple **rhythm** patterns on my instrument.	I can improvise on my own simple tonal patterns on my instrument.				
Artistic Processes: Performing- *I can perform a variety of music with fluency and expression.*								
Anchor Standard 3: ***I can produce a characteristic tone.***								
BAND								
Benchmark IM.B.P NL.3	Benchmark IM.B.P NM.3	Benchmark IM.B.P NH.3	Benchmark IM.B.P IL.3	Benchmark IM.B.P IM.3	Benchmark IM.B.P IH.3	Benchmark IM.B.P AL.3	Benchmark IM.B.P AM.3	Benchmark IM.B.P AH.3
I can produce a steady, free **tone** on a comfortable **pitch**.	I can produce a steady, free **tone** within a limited **range**.	I can produce a steady, free **tone** with a limited **range**, in tune.	I can produce a centered **tone** in a comfortable **register**.	I can produce a centered **tone** in most **register**s.	I can produce a centered **tone** in all **register**s.	I can produce a centered **tone** in all **register**s and at moderate dynamic levels.	I can consistently produce a centered, vibrant **tone** in all **register**s and across the entire dynamic **range** of my instrument.	I can adjust **tone color**, **vibrato** speed, and **vibrato** width in response to stylistic demands and the musical needs of an ensemble.

Indicator IM.B.P NL.3.1	Indicator IM.B.P NM.3.1	Indicator IM.B.P NH.3.1	Indicator IM.B.P IL.3.1	Indicator IM.B.P IM.3.1	Indicator IM.B.P IH.3.1	Indicator IM.B.P AL.3.1	Indicator IM.B.P AM.3.1	Indicator IM.B.P AH.3.1
I can play the first sounds on my instrument with **character-istic tone** quality.	I can play the first 3 - 5 **pitch**es on my instrument with **character-istic tone** quality.	I can play all of the **pitch**es I've learned with a **character-istic tone** and in tune.	I can play in tune within a limited **range**.	I can play in tune within an expanding **range**.	I can consistently play in tune.	I can identify intonation inaccuracies and make adjustments as needed.	I can play in tune individually with a vibrant **tone**.	I can play in tune individually and with an ensemble while making adjustments as needed.
Indicator IM.B.P NL.3.2							Indicator IM.B.P AM.3.2	
I can demonstrate correct posture and **playing position**.							I can play in tune across a **range** of dynamics on my instrument with a vibrant **tone**.	

ORCHESTRA								
Benchmark IM.O.P NL.3	Benchmark IM.O.P NM.3	Benchmark IM.O.P NH.3	Benchmark IM.O.P IL.3	Benchmark IM.O.P IM.3	Benchmark IM.O.P IH.3	Benchmark IM.O.P AL.3	Benchmark IM.O.P AM.3	Benchmark IM.O.P AH.3
I can produce a steady, free **tone** on a comfortable **pitch**.	I can produce a steady, free **tone** within a limited **range**.	I can produce a steady, free **tone** with a limited **range**, in tune.	I can produce a centered **tone** in a comfortable **register**.	I can produce a centered **tone** in most **register**s.	I can produce a centered **tone** in all **register**s.	I can produce a centered **tone** in all **register**s and at moderate dynamic levels.	I can consistently produce a centered, vibrant **tone** in all **register**s and across the entire dynamic **range** of my instrument.	I can adjust **tone color**, **vibrato** speed, and **vibrato** width in response to stylistic demands and the musical needs of an ensemble.
Indicator IM.O.P NL.3.1	Indicator IM.O.P NM.3.1	Indicator IM.O.P NH.3.1	Indicator IM.O.P IL.3.1	Indicator IM.O.P IM.3.1	Indicator IM.O.P IH.3.1	Indicator IM.O.P AL.3.1	Indicator IM.O.P AM.3.1	Indicator IM.O.P AH.3.1
I can hold my bow correctly.	I can move my bow, both up and down, while playing a selection of notes.	I can play with my left hand in **position** using correct finger patterns on the fingerboard.	I can play in tune within an ensemble on an appropriate level of music.	I can perform appropriate **scales** that use expanded **register**s, in tune.	I can perform using appropriate finger placement associated with extensions and shifting.	I can perform using appropriate bowing dexterity to produce varied **dynamics**.	I can perform with a full, resonant **tone** in all **register**s of my instrument.	I can play in tune individually and with an ensemble by blending into a uniform sound while making adjustments as needed.

Indicator IM.O.P NL.3.2	Indicator IM.O.P NM.3.2	Indicator IM.O.P NH.3.2	Indicator IM.O.P IL.3.2	Indicator IM.O.P IM.3.2	Indicator IM.O.P IH.3.2	Indicator IM.O.P AL.3.2	Indicator IM.O.P AM.3.2	Indicator IM.O.P AH.3.2
I can move the bow on open strings.	I can identify whole and half steps, placing my fingers on my strings accordingly.	I can move the bow using **detache**d and connected bow stroke techniques.	I can identify notes that are higher or lower than first **position** on my instrument.	I can move my left hand **position** to execute basic extensions and shifting finger patterns, in tune.	I can play in tune in higher **position**s, making accurate shifts.	I can perform using appropriate hand **position**s with precise shifting technique and finger selections.	I can perform using appropriate **vibrato** width and speed in all **register**s of my instrument.	I can perform with the same **tone**, resonance, and **vibrato** of others in an ensemble.
		Indicator IM.O.P NH.3.3			Indicator IM.O.P IH.3.3	Indicator IM.O.P AL.3.3		
		I can listen and adjust my finger placement to match a given **pitch**.			I can play using specific contact points on my instrument and bow to create **dynamics**.	I can perform using **vibrato** to develop resonant **tone**.		
					Indicator IM.O.P IH .3.4			
					I can move my left hand using primary **vibrato** skills.			

Anchor Standard 4: ***I can perform with technical accuracy and expression.***								
BAND								
Benchmark IM.B.P NL.4	Benchmark IM.B.P NM.4	Benchmark IM.B.P NH.4	Benchmark IM.B.P IL.4	Benchmark IM.B.P IM.4	Benchmark IM.B.P IH.4	Benchmark IM.B.P AL.4	Benchmark IM.B.P AM.4	Benchmark IM.B.P AH.4
I can demonstrate correct posture, guide **position**, and fundamental fingering/ **stick/bow technique**.	I can keep a steady **pulse** in duple and triple division and produce basic articulations**.**	I can perform basic **dynamic contrast**s and simple phrases.	I can demonstrate increasing dexterity across an expanding **range** and at increasing **tempo**s.	I can perform increasingly complex **rhythm**s and **meter**s with precision and produce an expanding variety of articulations with increasing facility.	I can produce gradual, controlled dynamic changes and perform extended phrases.	I can demonstrate fluent fingering/**stick/bow technique** across the entire **range** of my instrument.	I can perform with appropriate flexibility within given **meter** and use advanced **articulation** techniques in a stylistically appropriate way.	I can control **pitch** and **tone** quality across expanded dynamic **range**, using appropriate stylistic nuance and expressive inflections.
Indicator IM.B.P NL.4.1	Indicator IM.B.P NM.4.1	Indicator IM.B.P NH.4.1	Indicator IM.B.P IL.4.1	Indicator IM.B.P IM.4.1	Indicator IM.B.P IH.4.1	Indicator IM.B.P AL.4.1	Indicator IM.B.P AM.4.1	Indicator IM.B.P AH.4.1
I can hold my instrument the correct way at all times.	I can keep a steady **pulse** in various **meter**s.	I can demonstrate correct technique for performing loud and soft **dynamics**.	I can play **scales** and/or **rudiment**s with accuracy.	I can play syncopated patterns, quarter, eighth, and sixteenth note **rhythm**s in various **meter**s.	I can demonstrate **dynamic contrast** and play four to eight bar phrases.	I can demonstrate the entire fingering system/ **position** or **rudiment** for my instrument.	I can demonstrate appropriate **tempo** flexibility within a given **meter**.	I can perform with technical ease and stylistic integrity.

Indicator IM.B.P NL.4.2	Indicator IM.B.P NM.4.2	Indicator IM.B.P NH.4.2	Indicator IM.B.P IL.4.2				Indicator IM.B.P AM.4.2	
I can play using correct fingering/ sticking technique.	I can play using basic articulations.	I can shape a basic musical phrase.	I can perform an expanding variety of articulations with accuracy.				I can play in a specified **style**.	
Indicator IM.B.P NL.4.3								
I can play simple scale and/or **rudiment**al patterns.								
ORCHESTRA								
Benchmark IM.O.P NL.4	Benchmark IM.O.P NM.4	Benchmark IM.O.P NH.4	Benchmark IM.O.P IL.4	Benchmark IM.O.P IM.4	Benchmark IM.O.P IH.4	Benchmark IM.O.P AL.4	Benchmark IM.O.P AM.4	Benchmark IM.O.P AH.4
I can demonstrate correct posture, guide **position**, and fundamental fingering/ **stick/bow technique**.	I can keep a steady **pulse** in duple and triple division and produce basic articulations.	I can perform basic **dynamic contrast**s and simple phrases.	I can demonstrate increasing dexterity across an expanding **range** and at increasing **tempo**s.	I can perform increasingly complex **rhythm**s and **meter**s with precision and produce an expanding variety of articulations with increasing facility.	I can produce gradual, controlled dynamic changes and perform extended phrases.	I can demonstrate fluent fingering/ **stick/bow technique** across the entire **range** of my instrument.	I can perform with appropriate flexibility within given **meter** and use advanced articulation techniques in a stylistically appropriate way.	I can control **pitch** and **tone** quality across expanded dynamic **range**, using appropriate stylistic nuance and expressive inflections.

Indicator IM.O.P NL.4.1	Indicator IM.O.P NM.4.1	Indicator IM.O.P NH.4.1	Indicator IM.O.P IL.4.1	Indicator IM.O.P IM.4.1	Indicator IM.O.P IH.4.1	Indicator IM.O.P AL.4.1	Indicator IM.O.P AM.4.1	Indicator IM.O.P AH.4.1
I can hold my instrument correctly at all times.	I can perform basic **rhythm**s, keeping a steady **pulse**.	I can demonstrate loud and soft **dynamics**.	I can perform using correct hand **position**s to reach appropriate **register**s of my instrument.	I can perform **rhythm**s using a developing knowledge of note and rest values.	I can perform using dynamic **expression**.	I can perform using appropriate hand **position**s with precise shifting technique and fingerings.	I can perform with appropriate and well-defined bowing techniques.	I can perform with technical ease and stylistic integrity.
Indicator IM.O.P NL.4.2	Indicator IM.O.P NM.4.2	Indicator IM.O.P NH.4.2	Indicator IM.O.P IL.4.2	Indicator IM.O.P IM.4.2	Indicator IM.O.P IH.4.2	Indicator IM.O.P AL.4.2		
I can hold my instrument with appropriate posture.	I can perform music in simple duple and **triple meter**s.	I can play **musical phrases** within my repertoire.	I can perform with increasing **tempo** using precise finger placement and bow movement.	I can perform a variety of **articula-tions**.	I can perform lyrically shaped **dynamics** using appropriate bow control.	I can perform using a variety of **articulations** with increasing dexterity.		
Indicator IM.O.P NL.4.3	Indicator IM.O.P NM.4.3			Indicator IM.O.P IM.4.3				
I can pay my instrument using correct bow hold and bow movement.	I can play using basic **articula-tions.**			I can perform music containing compound duple and triple time signatures.				

Anchor Standard 5: ***I can perform using musical notation.***								
Benchmark IM.P NL.5	Benchmark IM.P NM.5	Benchmark IM.P NH.5	Benchmark IM.P IL.5	Benchmark IM.P IM.5	Benchmark IM.P IH.5	Benchmark IM.P AL.5	Benchmark IM.P AM.5	Benchmark IM.P AH.5
I can identify music notation symbols representing simple familiar tonal and **rhythm** patterns and tunes.	I can perform simple familiar tonal and **rhythm** patterns and tunes using music notation.	I can perform simple unfamiliar tonal and **rhythm** patterns and tunes using music notation.	I can identify music notation symbols representing an expanded set of tonal, **rhythm**ic, technical, expressive, and formal indications.	I can perform at sight simple unfamiliar musical works.	I can perform at sight moderately complex unfamiliar musical works.	I can perform at sight complex unfamiliar musical works with accuracy.	I can perform at sight complex unfamiliar musical works with accuracy and appropriate **expression**/ interpreta-tion.	I can perform at sight complex unfamiliar musical works with accuracy, appropriate **expression**/ interpreta-tion, and fluency.
Indicator IM.P NL.5.1	Indicator IM.P NM.5.1	Indicator IM.P NH.5.1	Indicator IM.P IL.5.1	Indicator IM.P IM.5.1	Indicator IM.P IH.5.1	Indicator IM.P AL.5.1	Indicator IM.P AM.5.1	Indicator IM.P AH.5.1
I can identify the **pitch**es in the clef appropriate to my instrument.	I can perform simple familiar **rhythm** patterns using music notation.	I can perform simple unfamiliar **rhythm** patterns using music notation.	I can identify advanced **key signature**s in the clef appropriate to my instrument.	I can perform at sight simple unfamiliar musical works with accurate **pitch**es.	I can perform at sight moderately complex unfamiliar musical works with accurate **pitch**es.	I can perform at sight complex unfamiliar musical works with accurate **pitch**es.	I can perform at sight complex unfamiliar musical works with correct **articulation**.	I can perform at sight complex unfamiliar music works with fluency.

Indicator IM.P NL.5.2	Indicator IM.P NM.5.2	Indicator IM.P NH.5.2	Indicator IM.P IL.5.2	Indicator IM.P IM.5.2	Indicator IM.P IH.5.2	Indicator IM.P AL.5.2	Indicator IM.P AM.5.2	Indicator IM.P AH.5.2
I can identify accidentals and simple **key signature**s.	I can perform simple familiar tonal patterns using music notation.	I can perform simple unfamiliar tonal patterns using music notation.	I can identify advanced note values and **meter signature**s that represent **syncopation** and smaller beat subdivisions in my music.	I can perform at sight simple unfamiliar musical works with accurate **pitch**es and **rhythm**s.	I can perform at sight moderately complex unfamiliar musical works with accurate **pitch**es and **rhythm**s.	I can perform at sight complex unfamiliar musical works with accurate **pitch**es and **rhythm**s.	I can perform at sight complex unfamiliar musical works with correct **dynamics**.	I can perform at sight complex unfamiliar musical works with stylistic integrity.
Indicator IM.P NL.5.3	Indicator IM.P NM.5.3	Indicator IM.P NH.5.3	Indicator IM.P IL.5.3	Indicator IM.P IM.5.3	Indicator IM.P IH.5.3	Indicator IM.P AL.5.3	Indicator IM.P AM.5.3	
I can identify note values in familiar patterns and tunes.	I can perform simple familiar tunes using music notation.	I can perform simple unfamiliar tunes using music notation.	I can identify technical, expressive, and formal indications in my music.	I can perform at sight simple unfamiliar musical works with accurate **pitch**es and **rhythm**s at a steady **tempo**.	I can perform at sight moderately complex unfamiliar musical works with accurate **pitch**es and **rhythm**s at a steady **tempo**.	I can perform at sight complex unfamiliar musical works with accurate **pitch**es and **rhythm**s at a steady **tempo**.	I can perform at sight complex unfamiliar musical works with appropriate **phrasing**.	

Indicator IM.P NL.5.4								
I can identify simple familiar **rhythm** patterns with correspond-ing notation.								
Artistic Processes: Responding- *I can respond to musical ideas as a performer and listener.*								
Anchor Standard 6: *I can analyze music.*								
Benchmark IM.R NL.6	Benchmark IM.R NM.6	Benchmark IM.R NH.6	Benchmark IM.R IL.6	Benchmark IM.R IM.6	Benchmark IM.R IH.6	Benchmark IM.R AL.6	Benchmark IM.R AM.6	Benchmark IM.R AH.6
I can identify the **elements of music** in **compositions** that I hear.	I can identify musical symbols and describe how the **elements of music** are used.	I can describe how repetition and contrast are used in music and identify **key signature**s.	I can identify simple **music form**s in **compositions** that I hear and see.	I can identify how the **elements of music** are used in varying **genres**.	I can explain how the **elements of music** are used in varying **genres**.	I can explain how the use of music elements impacts **compositions** from different historical periods and cultures.	I can examine musical forms in **compositions** from varying **genres** and **style**s.	I can justify how structure, forms, and **performance** decisions inform responses to music based on the **elements of music**.

Indicator IM.R NL.6.1	Indicator IM.R NM.6.1	Indicator IM.R NH.6.1	Indicator IM.R IL.6.1	Indicator IM.R IM.6.1	Indicator IM.R IH.6.1	Indicator IM.R AL.6.1	Indicator IM.R AM.6.1	Indicator IM.R AH.6.1
I can name the instruments that I hear.	I can describe what I hear in a piece of music using musical vocabulary.	I can explain how repetition is used in music.	I can recognize **melodic theme**s in music that I hear.	I can identify how the **melody**, **harmony**, **rhythm**, timbre, texture, form, and **expressive elements** are different in varying **genres** of music.	I can explain the use of **melody**, **harmony**, **rhythm**, timbre, texture, form, and **expressive elements** in varying **genres** of music.	I can identify forms used in varying **genres** and historical periods.	I can describe characteristics of a variety of musical forms.	I can identify **harmonic structure**.
Indicator IM.R NL.6.2	Indicator IM.R NM.6.2	Indicator IM.R NH.6.2	Indicator IM.R IL.6.2		Indicator IM.R IH.6.2	Indicator IM.R AL.6.2	Indicator IM.R AM.6.2	Indicator IM.R AH.6.2
I can identify **tempo** and **rhythm**.	I can identify musical terms in written music that I perform and rehearse.	I can describe similarities and differences in the music that I hear.	I can recognize form in music that I hear and see.		I can describe how the **elements of music** function in different **genres**.	I can describe stylistic qualities of music from different historical periods.	I can identify **key signature** changes and **modulation**s in relation to form.	I can apply stylistic qualities of music from different historical periods as I perform on my instrument.

Indicator IM.R NL.6.3	Indicator IM.R NM.6.3	Indicator IM.R NH.6.3	Indicator IM.R IL.6.3	Indicator IM.R IM.6.3	Indicator IM.R IH.6.3	Indicator IM.R AL.6.3	Indicator IM.R AM.6.3	Indicator IM.R AH.6.3
I can identify **melody, harmony, and form.**	I can identify musical symbols in my music.	I can identify **key signature**s as they appear in music that I see.	I can recognize **call and response** in music that I hear and see.	I can identify major and minor tonalities.	I can identify forms used in varying **genres**.	I can describe musical works from different cultures.	I can describe stylistic qualities of music from different historical periods and how it applies to my instrument.	I can justify the **performance** decisions in a variety of musical works.
Anchor Standard 7: *I can evaluate music.*								
Benchmark IM.R NL.7	Benchmark IM.R NM.7	Benchmark IM.R NH.7	Benchmark IM.R IL.7	Benchmark IM.R IM.7	Benchmark IM.R IH.7	Benchmark IM.R AL.7	Benchmark IM.R AM.7	Benchmark IM.R AH.7
I can actively listen to live or recorded **perform-ance**s to identify some musical elements	I can describe my personal interest in music **perform-ance**s using a given list of music terminology.	I can list the criteria I use to describe my interest in music **perform-ance**s using appropriate music terminology.	I can describe the quality of music **perform-ance**s using provided criteria.	I can explain my evaluation of **perform-ance**s of others.	I can describe the quality of my **perform-ance**s and **composi-tion**s.	I can analyze **performance**s and **composition**s , offering constructive suggestions for improvement using provided criteria.	I can analyze and critique **composition**s and **perform-ance**s using personally-developed criteria.	I can justify my criteria for evaluating music works and **perform-ance**s based on personal and collaborative research.

Indicator IM.R NL.7.1	Indicator IM.R NM.7.1	Indicator IM.R NH.7.1	Indicator IM.R IL.7.1	Indicator IM.R IM.7.1	Indicator IM.R IH.7.1	Indicator IM.R AL.7.1	Indicator IM.R AM.7.1	Indicator IM.R AH.7.1
I can actively listen to music **perform-ance**s.	I can use basic music terminology to describe what I am hearing.	I can describe some of the **elements of music** that I hear in a **performance**	I can describe what contributes to a quality **performance**	I can identify criteria used to evaluate **performance** of others.	I can compare my **performance** to **performance** of others.	I can formulate constructive feedback for personal **perform-ance**s.	I can analyze personal **composition**s and provide recommendations for improvement	I can explain criteria used for evaluation.
	Indicator IM.R NM.7.2	Indicator IM.R NH.7.2		Indicator IM.R IM.7.2	Indicator IM.R IH.7.2	Indicator IM.R AL.7.2	Indicator IM.R AM.7.2	Indicator IM.R AH.7.2
	I can summarize my personal preferences of music.	I can identify my personal criteria for evaluating music **perform-ance**s.		I can describe the **elements of music** that I hear in **perform-ance**s.	I can evaluate my **composition**s using specific criteria.	I can formulate constructive feedback for the **perform-ance**s of others.	I can analyze **performance**s and provide recommendations for improvement	I can collaborate with others to assess musical works and **perform-ance**s.
								Indicator IM.R AH.7.3
								I can research topics pertaining to musical **perform-ance**.

Artistic Processes: Connecting- *I can relate musical ideas to personal experiences, culture, history, and other disciplines.*								
Anchor Standard 8: ***I can relate musical ideas to personal experiences, culture, and history.***								
Benchmark IM.C NL.8	Benchmark IM.C NM.8	Benchmark IM.C NH.8	Benchmark IM.C IL.8	Benchmark IM.C IM.8	Benchmark IM.C IH.8	Benchmark IM.C AL.8	Benchmark IM.C AM.8	Benchmark IM.C AH.8
I can talk about musical ideas based on my personal experiences.	I can talk about musical ideas based on my culture.	I can describe musical ideas through my personal experiences and my culture.	I can describe the purpose and value of music in some cultures.	I can research the purpose and value of music in a specific culture different from my own.	I can analyze how musical ideas influence beliefs, values, or behaviors in a specific culture different from my own.	I can research how musical ideas influence beliefs, values, or behaviors in various cultures.	I can synthesize my research about other cultures and genres to enhance my music performance.	I can justify the role of music in a global society.
Indicator IM.C NL.8.1	Indicator IM.C NM.8.1	Indicator IM.C NH.8.1	Indicator IM.C IL.8.1	Indicator IM.C IM.8.1	Indicator IM.C IH.8.1	Indicator IM.C AL.8.1	Indicator IM.C AM.8.1	Indicator IM.C AH.8.1
I can describe how sound and music is used in my everyday life.	I can recognize musical concepts and elements specific to my culture.	I can describe how music is used in my life and my community.	I can recognize the significance and intent of music some cultures.	I can describe the significance and intent of music from a specific culture.	I can interpret how music preferences influence personal values and attitudes.	I can analyze how **genres** of music influence social lifestyles and current trends.	I can apply characteristic expressive qualities to my music performance.	I can defend interpreta-tions of music through appropriate musical vocabulary.

	Indicator IM.C NM.8.2	Indicator IM.C NH.8.2	Indicator IM.C IL.8.2	Indicator IM.C IM.8.2	Indicator IM.C IH.8.2	Indicator IM.C AL.8.2	Indicator IM.C AM.8.2	Indicator IM.C AH.8.2
	I can recognize how music is used for occasions unique to my culture.	I can describe how the elements of music are used in my culture.	I can identify the appropriate music for particular events.	I can describe how music functions in a culture.	I can describe how music is a vehicle of **expression** that inspires listener to think differently.	I can explain how music preferences influence group or social stereotypes.	I can apply characteristic techniques to my music performance.	I can justify the role of music as having a common purpose in societies around the world.
Anchor Standard 9: ***I can relate music to other arts disciplines, other content areas, and career path choices.***								
Benchmark IM.C NL.9	Benchmark IM.C NM.9	Benchmark IM.C NH.9	Benchmark IM.C IL.9	Benchmark IM.C IM.9	Benchmark IM.C IH.9	Benchmark IM.C AL.9	Benchmark IM.C AM.9	Benchmark IM.C AH.9
I can explore instrumental music concepts among arts disciplines and other content areas.	I can recognize and use instrumental music concepts among arts disciplines and other content areas.	I can apply instrumental music concepts to arts disciplines, other content areas, and related careers.	I can explore a range of skills shared among arts disciplines, other content areas, and how they can be applied to a career in music.	I can recognize specific skills shared among arts disciplines, other content areas, and how they can be applied to a career in music.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas, and how they are used in music careers.	I can analyze how my interests and skills will prepare me for a career in music.	I can create an educational plan for my career choice in music.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a musician.

Indicator IM.C NL.9.1	Indicator IM.C NM.9.1	Indicator IM.C NH.9.1	Indicator IM.C IL.9.1	Indicator IM.C IM.9.1	Indicator IM.C IH.9.1	Indicator IM.C AL.9.1	Indicator IM.C AM.9.1	Indicator IM.C AH.9.1
I can identify the relationship between music and another subject in my school.	I can demonstrate a relationship between music and another subject in my school.	I can describe the connection between music and a concept from another subject in my school.	I can apply music concepts and skills to other arts disciplines and content areas.	I can identify music skills that connect to specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my music.	I can identify skills and knowledge required from other content areas as they relate to a career in music.	I can research to set personal goals for my career path.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.
		Indicator IM.C NH.9.2	Indicator IM.C IL.9.2	Indicator IM.C IM.9.2	Indicator IM.C IH.9.2	Indicator IM.C AL.9.2		
		I can identify careers in music.		I can identify skills needed for a career in music.	I can identify materials and tools needed for specific careers in music.	I can identify knowledge and skills needed in various careers in music.		

Novice Instrumental Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new musical ideas and works.*		
Anchor Standard 1: ***I can compose and arrange music.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark IM.CR NL.1	Benchmark IM.CR NM.1	Benchmark IM.CR NH.1
I can notate **rhythm** patterns using a defined selection of note values.	I can notate tonal patterns using a defined selection of **pitch**es.	I can notate simple melodies for my instrument
Indicator IM.CR NL.1.1	Indicator IM.CR NM.1.1	Indicator IM.CR NH.1.1
I can choose various note values to represent simple **rhythm** patterns.	I can choose various **pitch**es to represent simple melodic patterns.	I can write a simple **melody** within a given **key**, **tonality**, and **meter**.
Sample Learning Targets • I can notate common **meter signature**s in duple and **triple meter**s on a music staff - 3/4, 4/4, and 6/8. • I can notate simple **rhythm** patterns that are dictated to me. • I can use quarter, eighth, half, sixteenth, whole notes and corresponding rests, and dotted notes and corresponding rests to notate my own **rhythm** patterns in a given **meter**. • I can...	***Sample Learning Targets*** • I can notate treble, alto, tenor, and bass clefs on a musical staff. • I can notate common **key signature**s using **sharp**s and **flats**. • I can identify basic intervals. • I can notate simple tonal patterns that are dictated to me. • I can...	

Indicator IM.CR NL.1.2	Indicator IM.CR NM.1.2	
I can write simple **rhythm** patterns using standard music notation.	I can write simple melodic patterns using standard music notation.	
Sample Learning Targets • I can use notation to represent a **rhythm** pattern in 4/4 **meter** given a selection of quarter, eighth, half, and whole notes. • I can use notation to represent a **rhythm** pattern in 3/4 **meter** given a selection of quarter, eighth, half, and whole notes. • I can use notation to represent a **rhythm** pattern 4/4 **meter** given a selection of quarter, eighth, sixteenth, half, and whole notes and corresponding rests, and dotted notes and corresponding rests. • I can...	***Sample Learning Targets*** • I can use notation to represent a tonal pattern in a **major tonality** given a selection of **pitch**es. • I can use notation to represent a tonal pattern in a **minor tonality** given a selection of **pitch**es. • I can choose from a selection of **pitch**es to create my own tonal patterns in a given **key** and **tonality**. • I can...	***Sample Learning Targets*** • I can notate a simple **melody** that is dictated to me. • I can combine specific **pitch**es and **rhythm**s to create a unique musical idea within a given **key**, **tonality**, and **meter**. • I can use music notation software to notate melodies for my instrument. • I can...

Anchor Standard 2: *I can improvise music.*		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark IM.CR NL.2	Benchmark IM.CR NM.2	Benchmark IM.CR NH.2
I can imitate simple **rhythm** patterns within a given **meter**.	I can imitate simple tonal patterns within a given **key** and **tonality**.	I can imitate simple melodic phrases given simple chord changes.
Indicator IM.CR NL.2.1	Indicator IM.CR NM.2.1	Indicator IM.CR NH.2.1
I can echo simple **rhythm** patterns on a neutral syllable, incorporating movement.	I can echo simple tonal patterns on a neutral syllable.	I can imitate simple melodic phrases given simple chord changes.
Sample Learning Targets • I can echo four-beat **rhythm** patterns on "bah" while tapping a steady **pulse** in 4/4 **meter**. • I can echo six-beat **rhythm** patterns on "bah" while keeping a steady **pulse** in my heels in 3/4 **meter**. • I can...	***Sample Learning Targets*** • I can echo sign a three-note tonic tonal pattern in Eb Major on "bah." • I can echo sing a three-note dominant tonal pattern in Eb Major on "bah." • I can echo sing a combination of tonic and dominant tonal patterns in Eb Major on "bah." • I can echo sing a three-note tonic tonal pattern in C minor on "bah." • I can...	***Sample Learning Targets*** • I can identify by ear the tonic chord in a familiar song or piece. • I can identify by ear tonic and dominant chords in a familiar song or piece. • I can identify by ear tonic, dominant, and subdominant chords in a familiar song or piece. • I can...

Indicator IM.CR NL.2.2	Indicator IM.CR NM.2.2	Indicator IM.CR NH.2.2
I can echo simple **rhythm** patterns using **rhythm**ic solfege or a counting system.	I can echo simple tonal patterns using tonal solfege on **pitch** names.	I can embellish a given melodic phrase that corresponds with simple chord changes on my instrument.
Sample Learning Targets • I can echo four-beat **rhythm** patterns on **rhythm** syllables while tapping a steady **pulse** in 4/4 **meter**. • I can echo six-beat **rhythm** patterns on **rhythm** syllables while keeping a steady **pulse** in my heels in 3/4 **meter**. • I can...	***Sample Learning Targets*** • I can echo sing a three-note tonic tonal pattern in Eb Major on solfege syllables. • I can echo sing a three-note tonic tonal pattern in Eb major on **pitch** names. • I can echo sing a three-note dominant tonal pattern in Eb Major on solfege syllables while fingering the notes on my instrument. • I can echo sing a combination of tonic and dominant tonal patterns in Eb major in solfege syllables. • I can...	***Sample Learning Targets*** • I can use **rhythm**ic **variations** to embellish a familiar **melody** in 2/4 **meter** on my instrument. • I can use passing **tone**s to embellish a familiar **melody** over a tonic-dominant-tonic chord progression on my instrument. • I can...

Indicator IM.CR NL.2.3	Indicator IM.CR NM.2.3	
I can echo simple **rhythm** patterns on my instrument.	I can echo simple tonal patterns on my instrument.	
Sample Learning Targets • I can echo four-beat **rhythm** patterns on a single **pitch** in 4/4 **meter**. • I can echo six-beat **rhythm** patterns on a single **pitch** in 3/4 **meter**. • I can...	***Sample Learning Targets*** • I can echo a three-note tonic tonal pattern in Eb Major on my instrument. • I can echo a three-note dominant tonal pattern in Eb Major on my instrument. • I can echo a combination of tonic and dominant tonal patterns in Eb Major on my instrument. • I can echo a three-note tonic tonal pattern in C minor on my instrument. • I can...	

Artistic Processes: Performing- *I can perform a variety of music with fluency and* ***expression****.*		
Anchor Standard 3: ***I can produce a characteristic tone.***		
BAND		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark IM.B.P NL.3	Benchmark IM.B.P NM.3	Benchmark IM.B.P NH.3
I can produce a steady, free **tone** on a comfortable **pitch**.	I can produce a steady, free **tone** within a limited **range**.	I can produce a steady, free **tone** with a limited **range**, in tune.
Indicator IM.B.P NL.3.1	Indicator IM.B.P NM.3.1	Indicator IM.B.P NH.3.1
I can play the first sounds on my instrument with **characteristic tone** quality.	I can play the first 3 - 5 **pitch**es on my instrument with **characteristic tone** quality.	I can play all of the **pitch**es I have learned with a **characteristic tone** and in tune.
Sample Learning Targets • I can demonstrate proper breathing technique. • I can demonstrate proper embouchure formation. • I can consistently produce the **appropriate sound** on my mouthpiece. • I can...	***Sample Learning Targets*** • I can play three concert **pitch**es on my instrument with **characteristic tone** quality. • I can play four concert **pitch**es on my instrument with **characteristic tone** quality. • I can play five concert **pitch**es on my instrument with **characteristic tone** quality. • I can...	***Sample Learning Targets*** • I can play a selected **range** of **pitch**es with a **characteristic tone**, in tune. • I can adjust my **pitch** to match a reference **pitch**. • I can perform the first four **SCBDA** Junior**Scales** (and relative minors), one octave. • I can...

Indicator IM.B.P NL.3.2		
I can demonstrate correct posture and **playing position**.		
Sample Learning Targets • I can demonstrate proper posture and **playing position**. • I can demonstrate correct stick hold, stroke, and **playing position**. • I can...		

ORCHESTRA		
Benchmark IM.O.P NL.3	Benchmark IM.O.P NM.3	Benchmark IM.O.P NH.3
I can produce a steady, free **tone** on a comfortable **pitch**.	I can produce a steady, free **tone** within a limited **range**.	I can produce a steady, free **tone** with a limited **range**, in tune.
Indicator IM.O.P NL.3.1	Indicator IM.O.P NM.3.1	Indicator IM.O.P NH.3.1
I can hold my bow correctly.	I can move my bow, both up and down, while playing a selection of notes.	I can play with my left hand in **position** using correct finger patterns on the fingerboard.
Sample Learning Targets • I can identify correct violin/viola bow hold. • I can identify correct cello/bass (French) bow hold. • I can demonstrate proper bow hold for my instrument. • I can...	***Sample Learning Targets*** • I can play using smooth, separate bow strokes for each note (**detaché**). • I can...	***Sample Learning Targets*** • I can play notes on the strings by pressing, adjusting, and releasing my fingers using correct whole and half step finger patterns. • I can adjust my **pitch** to match a reference **pitch**. • I can...

Indicator IM.O.P NL.3.2	Indicator IM.O.P NM.3.2	Indicator IM.O.P NH.3.2
I can move the bow on open strings.	I can identify whole and half steps, placing my fingers on my strings accordingly.	I can move the bow using **detache**d and connected bow stroke techniques.
Sample Learning Targets • I can describe how to move the bow on the strings. • I can play an open string, keeping the bow parallel to the bridge and fingerboard. • I can...	***Sample Learning Targets*** • I can demonstrate correct left hand **playing position**. • I can identify and play whole and half step finger patterns. • I can...	***Sample Learning Targets*** • I can play notes using **detached bow strokes** from one note to the next (**detaché** and **staccato**). • I can play notes using smooth, connected bow strokes from one note to the next (legato and slurs). • I can...
		Indicator IM.O.P NH.3.3
		I can listen and adjust my finger placement to match a given **pitch**.
		Sample Learning Targets • I can sing the given **pitch**. • I can play the **pitch** with appropriate finger placement. • I can listen and adjust my finger placement to match a given **pitch**. • I can...

Anchor Standard 4: ***I can perform with technical accuracy and expression.***		
BAND		
Benchmark IM.B.P NL.4	Benchmark IM.B.P NM.4	Benchmark IM.B.P NH.4
I can demonstrate correct posture, guide **position**, and fundamental fingering/**stick/bow technique**.	I can keep a steady **pulse** in duple and triple division and produce basic **articulations**.	I can perform basic **dynamic contrast**s and simple phrases.
Indicator IM.B.P NL.4.1	Indicator IM.B.P NM.4.1	Indicator IM.B.P NH.4.1
I can hold my instrument the correct way at all times.	I can keep a steady **pulse** in various **meter**s.	I can demonstrate correct technique for performing loud and soft **dynamics**.
Sample Learning Targets • I can demonstrate correct stick hold. • I can demonstrate correct hand **position**. • I can...	***Sample Learning Targets*** • I can play in **duple meter** with a steady **pulse**. • I can play in **triple meter** with a steady **pulse**. • I can...	***Sample Learning Targets*** • I can perform a forte dynamic with appropriate breath support and embouchure control. • I can perform a piano dynamic with appropriate breath support and embouchure control. • I can perform a forte dynamic with appropriate stick/stroke height and **playing position**. • I can perform a piano dynamic with appropriate stick/stroke height and **playing position**. • I can...

Indicator IM.B.P NL.4.2	Indicator IM.B.P NM.4.2	Indicator IM.B.P NH.4.2
I can play using correct fingering/sticking technique.	I can play using basic **articulations**.	I can shape a basic musical phrase.
Sample Learning Targets • I can demonstrate correct guide **position**. • I can demonstrate correct finger placement on my instrument. • I can play hand-to-hand **rhythm**s with even stick technique. • I can...	***Sample Learning Targets*** • I can demonstrate correct legato **articulation** technique. • I can demonstrate correct **staccato articulation** technique. • I can...	***Sample Learning Targets*** • I can identify the beginning, climax, and end of a phrase. • I can taper the end of a phrase. • I can play with **dynamic contrast** to provide a sense of musical direction. • I can...
Indicator IM.B.P NL.4.3		
I can play simple scale and/or **rudiment**al patterns.		
Sample Learning Targets • I can play a chromatic scale within a limited **range**. • I can perform the **SCBDA** Junior **Scales**. • I can perform the **SCBDA** Junior **Rudiment**s. • I can...		

ORCHESTRA		
Benchmark IM.O.P NL.4	Benchmark IM.O.P NM.4	Benchmark IM.O.P NH.4
I can demonstrate correct posture, guide **position**, and fundamental fingering/**stick/bow technique**.	I can keep a steady **pulse** in duple and triple division and produce basic **articulations**.	I can perform basic **dynamic contrast**s and simple phrases.
Indicator IM.O.P NL.4.1	Indicator IM.O.P NM.4.1	Indicator IM.O.P NH.4.1
I can hold my instrument correctly at all times.	I can perform basic **rhythm**s, keeping a steady **pulse**.	I can demonstrate loud and soft **dynamics**.
Sample Learning Targets • I can hold my violin/viola parallel to the floor. • I can adjust the length of the endpin on my cello/bass for the instrument to rest correctly against my body. • I can...	***Sample Learning Targets*** • I can clap or count aloud with a steady **pulse**. • I can play basic **rhythm**s of like note values using whole, half, quarter, and eighth notes. • I can play **rhythm**s using combinations of whole, half, quarter, eighth, and sixteenth notes. • I can...	***Sample Learning Targets*** • I can change **bow weight** to create **dynamic contrast**. • I can change bow placement to create **dynamic contrast**. • I can change **bow speed** to create **dynamic contrast**. • I can perform with **dynamic contrast** between piano and forte. • I can...

Indicator IM.O.P NL.4.2	Indicator IM.O.P NM.4.2	Indicator IM.O.P NH.4.2
I can hold my instrument with appropriate posture.	I can perform music in simple duple and **triple meter**s.	I can play **musical phrases** within my repertoire.
Sample Learning Targets • I can demonstrate proper sitting and/or standing posture while I play my instrument. • I can hold my instrument with correct left wrist **position**. • I can demonstrate proper placement of the left thumb in first **position**. • I can...	***Sample Learning Targets*** • I can play music that has two beats per measure, like 2/4 and 2/2. • I can play music that has three beats per measure, like 3/4, 3/2, and 3/8. • I can play music that has four beats per measure, like 4/4, 4/2, and 4/8. • I can...	***Sample Learning Targets*** • I can use **bow weight**, placement, and speed to shape a musical phrase. • I can perform with **dynamic contrast** to provide a sense of musical direction. • I can...
Indicator IM.O.P NL.4.3	Indicator IM.O.P NM.4.3	
I can pay my instrument using correct bow hold and bow movement.	I can play using basic **articulations**.	
Sample Learning Targets • I can maintain the proper thumb contact point as I play. • I can demonstrate proper finger curve and extensions on the stick of the bow. • I can maintain bow movement parallel to the bridge and fingerboard.	***Sample Learning Targets*** • I can play **pizzicato** with proper technique for my instrument. • I can demonstrate proper **detaché** technique. • I can demonstrate proper hooked bowing technique. • I can...	

Anchor Standard 5: *I can perform using musical notation.*		
Benchmark IM.P NL.5	Benchmark IM.P NM.5	Benchmark IM.P NH.5
I can identify music notation symbols representing simple familiar tonal and **rhythm** patterns and tunes.	I can perform simple familiar tonal and **rhythm** patterns and tunes using music notation.	I can perform simple unfamiliar tonal and **rhythm** patterns and tunes using music notation.
Indicator IM.P NL.5.1	Indicator IM.P NM.5.1	Indicator IM.P NH.5.1
I can identify the **pitch**es in the clef appropriate to my instrument.	I can perform simple familiar **rhythm** patterns using music notation.	I can perform simple unfamiliar **rhythm** patterns using music notation.
Sample Learning Targets • I can name the lines and spaces in the treble clef. • I can name the lines and spaces in the bass clef. • I can...	***Sample Learning Targets*** • I can perform a familiar four-beat **rhythm** pattern presented in notation. • I can perform a series of familiar four-beat **rhythm** patterns presented in notation, in an unfamiliar order. • I can...	***Sample Learning Targets*** • I can perform an unfamiliar four-beat **rhythm** pattern presented in notation, in a familiar **meter**. • I can...

Indicator IM.P NL.5.2	Indicator IM.P NM.5.2	Indicator IM.P NH.5.2
I can identify accidentals and simple **key signature**s.	I can perform simple familiar tonal patterns using music notation.	I can perform simple unfamiliar tonal patterns using music notation.
Sample Learning Targets • I can name the **sharp**s in the **key** of D Major (for strings). • I can name the **flats** in the **key** of Bb Major (for band). • I can identify, write and construct beginning level major **scales**. • I can...	***Sample Learning Targets*** • I can perform a familiar three-**pitch** tonal pattern presented in notation. • I can perform a series of familiar three-**pitch** tonal patterns presented in notation, in an unfamiliar order. • I can...	***Sample Learning Targets*** • I can perform an unfamiliar three-**pitch** tonal pattern presented in notation, in a familiar **key** and **tonality**. • I can...
Indicator IM.P NL.5.3	Indicator IM.P NM.5.3	Indicator IM.P NH.5.3
I can identify note values in familiar patterns and tunes.	I can perform simple familiar tunes using music notation.	I can perform simple unfamiliar tunes using music notation.
Sample Learning Targets • I can identify quarter, eighth, half, and whole notes in a familiar song. • I can identify the **meter signature** of a familiar song. • I can…	***Sample Learning Targets*** • I can perform a familiar tune presented in notation. • I can perform a familiar tune presented in notation, in two or more different **key**s. • I can...	***Sample Learning Targets*** • I can perform a simple unfamiliar tune presented in notation, in a familiar **key**, **tonality**, and **meter**. • I can...

Indicator IM.P NL.5.4		
I can identify simple familiar **rhythm** patterns with corresponding notation.		
Sample Learning Targets • I can match the correct notation with a familiar four-beat **rhythm** pattern presented to me aurally. • I can select the correct notation to represent a familiar four-beat **rhythm** pattern presented aurally. • I can...		

Artistic Processes: Responding- *I can respond to musical ideas as a performer and listener.*		
Anchor Standard 6: *I can analyze music*.		
Benchmark IM.R NL.6	Benchmark IM.R NM.6	Benchmark IM.R NH.6
I can identify the **elements of music** in **composition**s that I hear.	I can identify musical symbols and describe how the **elements of music** are used.	I can describe how repetition and contrast are used in music and identify **key signature**s.
Indicator IM.R NL.6.1	Indicator IM.R NM.6.1	Indicator IM.R NH.6.1
I can name the instruments that I hear.	I can describe what I hear in a piece of music using musical vocabulary.	I can explain how repetition is used in music.
Sample Learning Targets • I can identify the instruments families that I hear. • I can identify instruments being played in a musical work. • I can...	***Sample Learning Targets*** • I can describe **tempo** using descriptive words like fast, slow, and moderate. • I can describe **dynamics** using words like loud and soft. • I can demonstrate a steady **pulse** and identify the **pulse** as fast, slow, or moderate. • I can…	***Sample Learning Targets*** • I can identify moments of repetition in music that I hear. • I can explain why I think a **composer** chose to use repetition and the affect it has on their music. • I can...

Indicator IM.R NL.6.2	Indicator IM.R NM.6.2	Indicator IM.R NH.6.2
I can identify **tempo** and **rhythm**.	I can identify musical terms in written music that I perform and rehearse.	I can describe similarities and differences in the music that I hear.
Sample Learning Targets • I can demonstrate the steady **pulse** of music that I hear using body percussion. • I can demonstrate the steady **pulse** of music that I hear using motion. • I can echo simple **rhythm**s that I hear in a piece of music. • I can identify when **rhythm**s change in music that I hear. • I can...	***Sample Learning Targets*** • I can define the musical terms in the music I perform. • I can explain how the meaning of the music terms affect how the music is performed. • I can...	***Sample Learning Targets*** • I can identify **sections** that sound different in the music that I hear. • I can identify when the instrumentation or texture changes in music that I hear. • I can discuss how music changes in different **sections** of a piece. • I can...
Indicator IM.R NL.6.3	Indicator IM.R NM.6.3	Indicator IM.R NH.6.3
I can identify **melody, harmony,** and **form.**	I can identify musical symbols in my music.	I can identify **key signature**s as they appear in music.
Sample Learning Targets • I can identify high and low **pitch**es in music that I hear. • I can identify the instruments that are playing the **melody**. • I can identify the instruments that are playing the **harmony**.	***Sample Learning Targets*** • I can look at a piece of music and define the musical symbols that I see. • I can explain how the musical symbols affect how the music is performed. • I can…	***Sample Learning Targets*** • I can identify the **sharp**s or **flats** in the **key signature** of a piece of music I am analyzing. • I can identify if they **key signature** is major or minor using clues in the music I am analyzing.

		• I can…
Anchor Standard 7: *I can evaluate music.*		
Benchmark IM.R NL.7	Benchmark IM.R NM.7	Benchmark IM.R NH.7
I can actively listen to live or recorded **performance**s to identify some musical elements.	I can describe my personal interest in music **performance**s using a given list of music terminology.	I can list the criteria I use to describe my interest in music **performance**s using appropriate music terminology.
Indicator IM.R NL.7.1	Indicator IM.R NM.7.1	Indicator IM.R NH.7.1
I can actively listen to music **performance**s.	I can use basic music terminology to describe what I am hearing.	I can describe some of the **elements of music** that I hear in a **performance**.
Sample Learning Targets • I can complete a listening map while listening to a musical work. • I can identify specific musical occurrences while listening to a **performance**. • I can...	***Sample Learning Targets*** • I can use musical terms when I talk and write about music. • I can explain musical terms and how those elements are used in **performance**s. • I can...	***Sample Learning Targets*** • I can describe **melody** in music. • I can describe **harmony** in music. • I can describe the texture of the music that I hear. • I can...

	Indicator IM.R NM.7.2	Indicator IM.R NH.7.2
	I can summarize my personal preferences of music.	I can identify my personal criteria for evaluating music **performance**s.
	Sample Learning Targets • I can talk about my personal preferences in music. • I can write about my personal preferences in music. • I can...	***Sample Learning Targets*** • I can describe why dynamics are important in a music performance. • I can create a checklist of music elements to listen for in a performance. • I can create a checklist of things I like to hear in a music performance. • I can...

Artistic Processes: Connecting- *I can relate musical ideas to personal experiences, culture, history, and other disciplines.*		
Anchor Standard 8: ***I can relate musical ideas to personal experiences, culture, and history.***		
Benchmark IM.C NL.8	Benchmark IM.C NM.8	Benchmark IM.C NH.8
I can talk about musical ideas based on my personal experiences.	I can talk about musical ideas based on my culture.	I can describe musical ideas through my personal experiences and my culture.
Indicator IM.C NL.8.1	Indicator IM.C NM.8.1	Indicator IM.C NH.8.1
I can describe how sound and music is used in my everyday life.	I can recognize musical concepts and elements specific to my culture.	I can describe how music is used in my life and my community.
Sample Learning Targets • I can talk with others about music. • I can write about music in my life. • I can…	***Sample Learning Targets*** • I can talk with others about music groups in my community. • I can name instruments I hear in the music of my culture. • I can...	***Sample Learning Targets*** • I can name instruments used in my school. • I can describe music venues in my community. • I can...

	Indicator IM.C NM.8.2	Indicator IM.C NH.8.2
	I can recognize how music is used for occasions unique to my culture.	I can describe how the elements of music are used in my culture.
Sample Learning Targets • I can create a listening map. • I can draw and paint to the mood and **style** of music. • I can ...	***Sample Learning Targets*** • I can list the occasions where music is performed in my community. • I can name songs for different occasions. • I can...	***Sample Learning Targets*** • I can describe instruments used in my culture. • I can describe playing techniques for instruments in my culture. • I can…
Anchor Standard 9: ***I can relate music to other arts disciplines, other content areas, and career path choices.***		
Benchmark IM.C NL.9	Benchmark IM.C NM.9	Benchmark IM.C NH.9
I can explore instrumental music concepts among arts disciplines and other content areas.	I can recognize and use instrumental music concepts among arts disciplines and other content areas.	I can apply instrumental music concepts to arts disciplines, other content areas, and related careers.

Indicator IM.C NL.9.1	Indicator IM.C NM.9.1	Indicator IM.C NH.9.1
I can identify the relationship between music and another subject in my school.	I can demonstrate a relationship between music and another subject in my school.	I can describe the connection between my knowledge of music and a concept from another subject in my school.
Sample Learning Targets • I can identify how counting in music and math are related. • I can identify music from other cultures I learned about in social studies. • I can...	***Sample Learning Targets*** • I can relate fractions to math and the division of beat in music. • I can show how sound travels when I play my instrument. • I can...	***Sample Learning Targets*** • I can find repeated patterns in music and repeated sequences of numbers in math. • I can look at a painting and identify the kind of music associated with that time period. • I can...
		Indicator IM.C NH.9.2
		I can identify careers in music.
		Sample Learning Targets • I can list careers in music that interest me. • I can name people in my community who have music related careers. • I can…

Intermediate Instrumental Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new musical ideas and works.*		
Anchor Standard 1: ***I can compose and arrange music.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark IM.CR IL.1	Benchmark IM.CR IM.1	Benchmark IM.CR IH.1
I can **compose** and ar**range** melodies for my instrument within simple forms.	I **compose** and ar**range** simple harmonic accompaniments.	I can **compose** and ar**range** melodies with simple harmonic accompaniments.
Indicator IM.CR IL.1.1	Indicator IM.CR IM.1.1	Indicator IM.CR IH.1.1
I can adapt a **melody** for my instrument.	I can write basic chords in a given **key**.	I can **compose** melodies with simple chord progressions.
Sample Learning Targets • I can ar**range** a popular tune for **performance** on my instrument. • I can transpose a **melody** written for another instrument for **performance** on my instrument. • I can...	***Sample Learning Targets*** • I can write triads in a given **key**. • I can identify major and minor chords in a given **key**. • I can...	***Sample Learning Targets*** • I can write a chord progression with a melodic line. • I can write a melodic line supported by a basic chordal accompaniment. • I can...

Indicator IM.CR IL.1.2	Indicator IM.CR IM.1.2	Indicator IM.CR IH.1.2
I can create a variation on a given theme.	I can write a basic chord progression in a given **key**.	I can ar**range** melodies with simple chord progressions.
Sample Learning Targets • I can change the **meter** of a theme to create a variation. • I can change the **tonality** of a theme to create a variation. • I can change the melodic **rhythm** of a theme to create a variation. • I can add passing **tone**s in a theme to create a variation. • I can...	***Sample Learning Targets*** • I can identify tonic, dominant, and subdominant chords in a given **key**. • I can write a chord progression using tonic, dominant, and subdominant chords. • I can...	***Sample Learning Targets*** • I can ar**range** a chord progression with a melodic line. • I can ar**range** a **melody** to fit a given chord progression. • I can...

Indicator IM.CR IL.1.3	Indicator IM.CR IM.1.3	
I can **compose** using verse-refrain, AB, ABA, and theme & variation forms.	I can write a basic harmonic accompaniment in a given **key**.	
Sample Learning Targets • I can **compose** contrasting melodic phrases. • I can **compose** a simple piece in **ABA form**. • I can...	***Sample Learning Targets*** • I can identify tonic, dominant, and subdominant chords. • I can write a simple chordal accompaniment using tonic and dominant chords. • I can write a simple chordal accompaniment using tonic, dominant, and subdominant chords. • I can...	

Anchor Standard 2: *I can improvise music.*

Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark IM.CR IL.2	Benchmark IM.CR IM.2	Benchmark IM.CR IH.2
I can improvise simple **rhythm** patterns within a given **meter**.	I can improvise simple tonal patterns within a given **key** and **tonality**.	I can improvise simple melodic phrases given chord changes.
Indicator IM.CR IL.2.1	Indicator IM.CR IM.2.1	Indicator IM.CR IH.2.1
I can improvise my own simple **rhythm** patterns on a neutral syllable, incorporating movement.	I can improvise my own simple tonal patterns on a neutral syllable.	I can identify chord changes.
Sample Learning Targets • I can improvise four-beat **rhythm** patterns on "bah" while tapping a steady **pulse** in 4/4 **meter**. • I can improvise six-beat **rhythm** patterns on "bah" while keeping a steady **pulse** in my heels in ¾ **meter**. • I can...	***Sample Learning Targets*** • I can improvise a three-note tonic tonal pattern in Eb Major on "bah." • I can improvise a three-note dominant tonal pattern in Eb Major on "bah." • I can improvise a combination of tonic and dominant tonal patterns in Eb Major on "bah." • I can improvise a three-note tonic tonal pattern in C minor on "bah." • I can...	***Sample Learning Targets*** • I can identify by ear tonic, dominant, and subdominant chords in an unfamiliar song or piece. • I can identify by ear subtonic, mediant, and sub-mediant chords in an unfamiliar song or piece. • I can...

Indicator IM.CR IL.2.2	Indicator IM.CR IM.2.2	Indicator IM.CR IH.2.2
I can improvise my own simple **rhythm** patterns using **rhythm**ic solfege or a counting system.	I can improvise my own simple tonal patterns using tonal solfege or **pitch** names.	I can improvise simple melodic phrases that correspond with chord changes.
Sample Learning Targets • I can improvise four-beat **rhythm** patterns on **rhythm** syllables while tapping a steady **pulse** in 4/4 **meter**. • I can improvise six-beat **rhythm** patterns on **rhythm** syllables while keeping a steady **pulse** in my heels in 3/4 **meter**. • I can...	***Sample Learning Targets*** • I can improvise a three-note tonic tonal pattern in Eb Major on solfege syllables. • I can improvise a three-note tonic tonal pattern in Eb Major on **pitch** names. • I can improvise a three-note dominant tonal pattern in Eb Major on solfege syllables while fingering the notes on my instrument. • I can improvise a combination of tonic and dominant tonal patterns in Eb Major on solfege syllables. • I can...	***Sample Learning Targets*** • I can improvise a melodic phrase over a given chord progression in a **major tonality**. • I can improvise a melodic phrase over a given chord progression in a **minor tonality**. • I can improvise a melodic phrase over a given chord progression in a dorian **tonality**. • I can...

Indicator IM.CR IL.2.3	Indicator IM.CR IM.2.3	
I can improvise my own simple **rhythm** patterns on my instrument.	I can improvise on my own simple tonal patterns on my instrument.	
Sample Learning Targets • I can improvise four-beat **rhythm** patterns on a single **pitch** in 4/4 **meter**. • I can improvise six-beat **rhythm** patterns on a single **pitch** in 3/4 **meter**. • I can...	***Sample Learning Targets*** • I can improve a three-note tonic tonal pattern in Eb major on my instrument. • I can improvise a three-note dominant tonal pattern in Eb major on my instrument. • I can improvise a combination of tonic and dominant tonal patterns in Eb Major on my instrument. • I can improvise a three-note tonic tonal pattern in C minor on my instrument. • I can...	

Artistic Processes: Performing- *I can perform a variety of music with fluency and expression.*		
Anchor Standard 3: ***I can produce a characteristic tone.***		
BAND		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark IM.B.P IL.3	Benchmark IM.B.P IM.3	Benchmark IM.B.P IH.3
I can produce a centered **tone** in a comfortable **register**.	I can produce a centered **tone** in most **register**s.	I can produce a centered **tone** in all **register**s.
Indicator IM.B.P IL.3.1	Indicator IM.B.P IM.3.1	Indicator IM.B.P IH.3.1
I can play in tune within a limited **range**.	I can play in tune within an expanding **range**.	I can consistently play in tune.
Sample Learning Targets • I can perform selected **SCBDA** Junior **Scales**(and relative minors) for my instrument, in tune. • I can play a one-octave chromatic scale. • I can...	***Sample Learning Targets*** • I can play the **SCBDA** Junior chromatic **range** and perform seven **scales** for my instrument in tune. • I can perform the first four **SCBDA** Clinic **Scales** (and relative minors). • I can...	***Sample Learning Targets*** • I can play selected exercises in tune in all **register**s on my instrument. • I can play the **SCBDA** Junior chromatic **range** for my instrument, in tune. • I can perform all nine **SCBDA** Clinic **Scales** (and relative minors) for my instrument, in tune. • I can tune by ear and verify my intonation accuracy.

ORCHESTRA		
Benchmark IM.O.P IL.3	Benchmark IM.O.P IM.3	Benchmark IM.O.P IH.3
I can produce a centered **tone** in a comfortable **register**.	I can produce a centered **tone** in most **register**s.	I can produce a centered **tone** in all **register**s.
Indicator IM.O.P IL.3.1	Indicator IM.O.P IM.3.1	Indicator IM.O.P IH.3.1
I can play in tune within an ensemble on an appropriate level of music.	I can perform appropriate **scales** that use expanded **register**s, in tune.	I can perform using appropriate finger placement associated with extensions and shifting.
Sample Learning Targets • I can press, adjust, and release the strings to smoothly play several measures and whole lines of music in tune. • I can maintain exact contact points to develop an appropriate **tone**. • I can...	***Sample Learning Targets*** • I can play multiple one-octave **scales**, in tune. • I can play a limited number of two-octave **scales**, in tune. • I can maintain correct **bow direction**, **bow speed**, and **bow weight** while moving the bow in a limited dynamic **range**. • I can...	***Sample Learning Targets*** • I can apply introductory skills of extensions and basic shifting to **scales**. • I can apply introductory skills of extensions and basic shifting to repertoire. • I can...

Indicator IM.O.P IL.3.2	Indicator IM.O.P IM.3.2	Indicator IM.O.P IH.3.2
I can identify notes that are higher or lower than first **position** on my instrument.	I can move my left hand **position** to execute basic extensions and shifting finger patterns, in tune.	I can play in tune in higher **position**s, making accurate shifts.
Sample Learning Targets • I can identify notes that are in first **position** on my instrument. • I can identify finger patterns that relate to notes lower than first **position**. • I can identify finger patterns that relate to notes higher than first **position**. • I can...	***Sample Learning Targets*** • I can identify aural and visual cues to anticipate the change of **position**. • I can listen and adjust finger placement to guide from one hand **position** to the next. • I can demonstrate proper technique when moving from one **position** to another. • I can...	***Sample Learning Targets*** • I can glide into desired hand **position**s while maintaining basic extension and shifting technique. • I can glide to and from higher positions. • I can...

		Indicator IM.O.P IH.3.3
		I can play using specific contact points on my instrument and bow to create **dynamics**.
		Sample Learning Targets • I can demonstrate proper bow technique to achieve the desired dynamic level. • I can identify the proper contact point for the bow on the string to achieve the desired dynamic level. • I can...
		Indicator IM.O.P IH.3.4
		I can move my left hand using primary **vibrato** skills.
		Sample Learning Targets • I can describe the proper left hand **position** needed to produce **vibrato**. • I can demonstrate basic physical direction and angle of hand needed to produce **vibrato**. • I can...

Anchor Standard 4: ***I can perform with technical accuracy and expression.***		
BAND		
Benchmark IM.B.P IL.4	Benchmark IM.B.P IM.4	Benchmark IM.B.P IH.4
I can demonstrate increasing dexterity across an expanding **range** and at increasing **tempo**s.	I can perform increasingly complex **rhythm**s and **meter**s with precision and produce an expanding variety of **articulations** with increasing facility.	I can produce gradual, controlled dynamic changes and perform extended phrases.
Indicator IM.B.P IL.4.1	Indicator IM.B.P IM.4.1	Indicator IM.B.P IH.4.1
I can play **scales** and/or **rudiment**s with regular accuracy.	I can play syncopated patterns, quarter, eighth, and sixteenth note **rhythm**s in various **meter**s.	I can demonstrate **dynamic contrast** and play four to eight bar phrases.
Sample Learning Targets • I can perform the **SCBDA** Clinic **Scales** (and relative minors). • I can perform the **SCBDA** Clinic **Rudiment**s. • I can play **scales** in thirds. • I can play arpeggiated patterns. • I can...	***Sample Learning Targets*** • I can play syncopated **rhythm**s. • I can play music with changing **meter**s. • I can play music that includes whole, half, quarter, eighth, and sixteenth notes and rests. • I can...	***Sample Learning Targets*** • I can play a crescendo within an exercise's musical phrase. • I can play a decrescendo within a musical phrase. • I can play appropriate phrases as determined by the music and cues from the director. • I can...

Indicator IM.B.P IL.4.2		
I can perform an expanding variety of **articulations** with accuracy.		
Sample Learning Targets • I can demonstrate correct tenuto **articulation** technique. • I can demonstrate correct **marcato articulation** technique. • I can...		

ORCHESTRA		
Benchmark IM.O.P IL.4	Benchmark IM.O.P IM.4	Benchmark IM.O.P IH.4
I can demonstrate increasing dexterity across an expanding **range** and at increasing **tempo**s.	I can perform increasingly complex **rhythm**s and **meter**s with precision and produce an expanding variety of **articulations** with increasing facility.	I can produce gradual, controlled dynamic changes and perform extended phrases.
Indicator IM.O.P IL.4.1	Indicator IM.O.P IM.4.1	Indicator IM.O.P IH.4.1
I can perform using correct hand **position**s to reach appropriate **register**s of my instrument	I can perform **rhythm**s using a developing knowledge of note and rest values.	I can perform using dynamic **expression**.
Sample Learning Targets • I can perform using correct fingerings associated with extensions and shifting. • I can identify aural and visual cues to anticipate the change of **position**. • I can listen and adjust finger placement to glide from one hand **position** to the next. • I can demonstrate proper technique when moving from one **position** to another. • I can...	***Sample Learning Targets*** • I can perform a variety of note value combinations including **triplets**, dotted notes, and **syncopation**. • I can play a syncopated **rhythm** with effective bow distribution. • I can...	***Sample Learning Targets*** • I can perform crescendos, using proper bowing techniques. • I can perform decrescendos, using proper bowing techniques. • I can...

Indicator IM.O.P IL.4.2	Indicator IM.O.P IM.4.2	Indicator IM.O.P IH.4.2
I can perform with increasing **tempo** using precise finger placement and bow movement.	I can perform a variety of **articulations**.	I can perform lyrically shaped **dynamics** using appropriate bow control.
Sample Learning Targets • I can perform passages from my repertoire with efficient and proper finger movement as the **tempo** increases. • I can demonstrate proper bow distribution and smooth arm movement at increasing **tempo**s. • I can...	***Sample Learning Targets*** • I can perform using proper bow control, weight and speed to create distinct **articulations**. • I can demonstrate basic **spiccato** technique. • I can demonstrate basic **marcato** technique. • I can...	***Sample Learning Targets*** • I can perform using correct **bow speed**, bow distribution, and **bow weight** to produce advanced dynamic control. • I can perform **phrasing** using crescendos and decrescendos with a variety of bowings. • I can...
	Indicator IM.O.P IM.4.3	
	I can perform music containing compound duple and triple time signatures.	
	Sample Learning Targets • I can perform music that has two beats per measure, including 6/8 and others. • I can perform music that has three beats per measure, including 9/8 and others. • I can perform music that has four beats per measure, including 12/8 and others.	

Anchor Standard 5: ***I can perform using musical notation.***		
Benchmark IM.P IL.5	Benchmark IM.P IM.5	Benchmark IM.P IH.5
I can identify music notation symbols representing an expanded set of tonal, **rhythm**ic, technical, expressive, and formal indications.	I can perform at sight simple unfamiliar musical works.	I can perform at sight moderately complex unfamiliar musical works.
Indicator IM.P IL.5.1	Indicator IM.P IM.5.1	Indicator IM.P IH.5.1
I can identify advanced **key signature**s in the clef appropriate to my instrument.	I can perform at sight simple unfamiliar musical works with accurate **pitch**es.	I can perform at sight moderately complex unfamiliar musical works with accurate **pitch**es.
Sample Learning Targets • I can name the **sharp**s in the **key** of B Major (for strings). • I can name the **flats** in the **key** of Eb, Ab, and Db Major (for band). • I can identify, write, and construct intermediate level major **scales**. • I can...	***Sample Learning Targets*** • I can sight-read a grade one piece with 100percent **pitch** accuracy. • I can use instrumental music software to play and record pieces to determine accuracy. • I can…	***Sample Learning Targets*** • I can sight-read a Grade 2 piece with 100 percent **pitch** accuracy. • I can use instrumental music software to play and record pieces to determine accuracy. • I can...

Indicator IM.P IL.5.2	Indicator IM.P IM.5.2	Indicator IM.P IH.5.2
I can identify advanced note values and **meter signature**s that represent **syncopation** and smaller beat subdivisions in my music.	I can perform at sight simple unfamiliar musical works with accurate **pitch**es and **rhythm**s.	I can perform at sight moderately complex unfamiliar musical works with accurate **pitch**es and **rhythm**s.
Sample Learning Targets • I can identify and count syncopated **rhythm** patterns. • I can identify and count sixteenth note patterns. • I can...	***Sample Learning Targets*** • I can sight-read a Grade 1 piece with 100 percent **pitch** and **rhythm** accuracy. • I can use instrumental music software to play and record pieces to determine accuracy. • I can…	***Sample Learning Targets*** • I can sight-read a Grade 2 piece with 100 percent **pitch** and **rhythm** accuracy. • I can use instrumental music software to play and record pieces to determine accuracy. • I can...

Indicator IM.P IL.5.3	Indicator IM.P IM.5.3	Indicator IM.P IH.5.3
I can identify technical, expressive, and formal indications in my music.	I can perform at sight simple unfamiliar musical works with accurate **pitch**es and **rhythm**s at a steady **tempo**.	I can perform at sight moderately complex unfamiliar musical works with accurate **pitch**es and **rhythm**s at a steady **tempo**.
Sample Learning Targets • I can identify music symbols in my music. • I can identify **expression markings** in my music. • I can...	***Sample Learning Targets*** • I can sight-read a Grade 1 piece with 100 percent **pitch** and **rhythm** accuracy at a steady **tempo**. • I can identify the time signature and key signature of a piece I'm about to sight read. • I can...	***Sample Learning Targets*** • I can sight-read a Grade 2 piece with 100 percent **pitch** and **rhythm** accuracy at a steady **tempo**. • I can identify the time signature, key signature, accidentals, and tempo of a piece I'm about to sight read. • I can...

Artistic Processes: Responding- *I can respond to musical ideas as a performer and listener.*		
Anchor Standard 6: *I can analyze music.*		
Benchmark IM.R IL.6	Benchmark IM.R IM.6	Benchmark IM.R IH.6
I can identify simple **music form**s in **composition**s that I hear and see.	I can identify how the **elements of music** are used in varying **genres**.	I can explain how the **elements of music** are used in varying **genres**.
Indicator IM.R IL.6.1	Indicator IM.R IM.6.1	Indicator IM.R IH.6.1
I can recognize **melodic theme**s in music that I hear.	I can identify how the **melody**, **harmony**, **rhythm**, timbre, texture, form, and **expressive elements** are different in varying **genres** of music.	I can explain the use of **melody**, **harmony**, **rhythm**, timbre, texture, form, and **expressive elements** in varying **genres** of music.
Sample Learning Targets • I can identify a **melodic theme** when I hear it in a piece of music. • I can identify when a **melodic theme** returns in a different section of a piece of music. • I can recognize a **melodic theme** when it appears in different voices in a piece of music. • I can...	***Sample Learning Targets*** • I can explain the differences between the **elements of music**. • I can explain how the **elements of music** are used in varying **genres** of music. • I can...	***Sample Learning Targets*** • I can identify types of forms when presented aurally in music. • I can identify types of forms when presented visually in music. • In can explain how smaller forms (AB, ABA, etc.) inform larger forms like **sonata form** and **rondo form**. • I can...

Indicator IM.R IL.6.2		Indicator IM.R IH.6.2
I can recognize form in music that I hear and see.		I can describe how the **elements of music** function in different **genres**.
Sample Learning Targets • I can describe the musical differences between the A and B **sections** of the music I hear. • I can recognize and label the A section and B section of a piece of music that I see. • I can recognize and identify that a piece of music is in **AB form** when I hear it. • I can...		***Sample Learning Targets*** • I can explain how the **elements of music** function in music I play. • I can describe how **harmony** is different in jazz music as opposed to hip-hop music. • I can describe how the use of the **elements of music** can be used to determine the **genre** a piece of music falls into. • I can...
Indicator IM.R IL.6.3	Indicator IM.R IM.6.3	Indicator IM.R IH.6.3
I can recognize **call and response** In music that I hear and see.	I can identify major and minor tonalities.	I can identify forms used in varying **genres**.
Sample Learning Targets • I can describe the musical differences between the call and the response **sections** of music that I hear. • I can discuss **genres** of music in which I am likely to hear **call and response**. • I can describe how **call and response** differs from other simple forms of music.	***Sample Learning Targets*** • I can identify whether a piece of music I hear is in major or **minor tonality**. • I can identify **musical styles** that use primarily major tonalities. • I can identify when tonalities change in music that I hear.	***Sample Learning Targets*** • I can explain how musical form is different in country and electronic music. • I can identify how **ABA form** appears in folk music. • I can...

Anchor Standard 7: *I can evaluate music.*		
Benchmark IM.R IL.7	Benchmark IM.R IM.7	Benchmark IM.R IH.7
I can describe the quality of music **performance**s using provided criteria.	I can explain my evaluation of **performance**s of others.	I can describe the quality of my **performance**s and **composition**s.
Indicator IM.R IL.7.1	Indicator IM.R IM.7.1	Indicator IM.R IH.7.1
I can describe what contributes to a quality **performance**.	I can identify criteria used to evaluate **performance** of others.	I can compare my **performance** to **performance** of others.
Sample Learning Targets • I can critically listen to music **performance**s. • I can describe why a **performance** was high-quality using specific analyzed criteria of the **elements of music**. • I can...	***Sample Learning Targets*** • I can list specific criteria used to evaluate the **performance** of others. • I can explain in detail how the specific criteria are used to evaluated the **performance** of others. • I can...	***Sample Learning Targets*** • I can evaluate my own **performance** in terms of intonation, **rhythm**ic precision, etc. • I can evaluate the **performance** of others in terms of intonation, **rhythm**ic precision, etc. • I can...

	Indicator IM.R IM.7.2	Indicator IM.R IH.7.2
	I can describe the **elements of music** that I hear in **performance**s.	I can evaluate my **composition**s using specific criteria.
	Sample Learning Targets • I can identify specific **elements of music** when listening to **performance**s. • I can describe specific details of the **elements of music** of the **performance**s. • I can...	***Sample Learning Targets*** • I can evaluate the **melody** of my **composition**s. • I can use the **elements of music** to assist with the construction of the music that I write. • I can evaluate the music I **compose** using the **elements of music**. • I can...

Artistic Processes: Connecting- *I can relate musical ideas to personal experiences, culture, history, and other disciplines.*		
Anchor Standard 8: ***I can relate musical ideas to personal experiences, culture, and history.***		
Benchmark IM.C IL.8	Benchmark IM.C IM.8	Benchmark IM.C IH.8
I can describe the purpose and value of music in some cultures.	I can research the purpose and value of music in a specific culture different from my own.	I can analyze how musical ideas influence beliefs, values, or behaviors in a specific culture different from my own.
Indicator IM.C IL.8.1	Indicator IM.C IM.8.1	Indicator IM.C IH.8.1
I can recognize the significance and intent of music in some cultures.	I can describe the significance and intent of music from a specific culture.	I can interpret how music preferences influence personal values and attitudes.
Sample Learning Targets • I can name the uses of music in some cultures. • I can name venues where music is used in some cultures. • I can...	***Sample Learning Targets*** • I can describe the function of music in Native American religious ceremonies. • I can record in my journal the influence of jingles in commercials. • I can…	***Sample Learning Targets*** • I can find similarities in themes in popular country music. • I can describe how popular music sometimes influences inappropriate behavior. • I can…

Indicator IM.C IL.8.2	Indicator IM.C IM.8.2	Indicator IM.C IH.8.2
I can identify the appropriate music for particular events.	I can describe how music functions in a culture.	I can describe how music is a vehicle of **expression** that inspires the listener to think differently.
Sample Learning Targets • I can name songs I would hear at a wedding. • I can match selections of music to given events. • I can...	***Sample Learning Targets*** • I can describe how music can be used for celebrations. • I can compare and contrast music for entertainment and music for religious ceremonies in a given culture. • I can...	***Sample Learning Targets*** • I can write about how music influences the emotions of the listener. • I can summarize how music effects the scene of a movie or a short movement sequence. • I can...
Anchor Standard 9: ***I can relate music to other arts disciplines, other content areas, and career path choices.***		
Benchmark IM.C IL.9	Benchmark IM.C IM.9	Benchmark IM.C IH.9
I can explore a range of skills shared among arts disciplines, other content areas, and how they can be applied to a career in music.	I can recognize specific skills shared among arts disciplines, other content areas, and how they can be applied to a career in music.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas, and how they are used in music careers.

Indicator IM.C IL.9.1	Indicator IM.C IM.9.1	Indicator IM.C IH.9.1
I can apply music concepts and skills to other arts disciplines and content areas.	I can identify music skills that connect to specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my music.
• ***Sample Learning Targets***I can apply music practice strategies to steps of solving a math problem. • I can analyze poetry with relation to rhythm and tone. • I can…	***Sample Learning Targets*** • . • I can explain how articulation relates to texture in visual art. • I can describe how the Harlem Renaissance influenced music, art, and American History. • I can...	***Sample Learning Targets*** • I can use musical vocabulary in other subject areas. • I can perform music using historically accurate **ornamentation.** • I can...
	Indicator IM.C IM.9.2	Indicator IM.C IH.9.2
	I can identify skills needed for a career in music.	I can identify materials and tools needed for specific careers in music.
	Sample Learning Targets • I can list the educational requirements needed to be a music teacher. • I can list the skills required to be a studio musician. • I can …	***Sample Learning Targets*** • I can name current technology used in a recording studio. • I can list names of music software used to compose and arrange music. • I can …

Advanced Instrumental Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new musical ideas and works.*		
Anchor Standard 1: ***I can compose and arrange music.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark IM.CR AL.1	Benchmark IM.CR AM.1	Benchmark IM.CR AH.1
I can **compose** and ar**range** incorporating **expressive elements**.	I can **compose** and ar**range** short musical works for a small ensemble.	I can **compose** and ar**range** short musical works for a large ensemble.
Indicator IM.CR AL.1.1	Indicator IM.CR AM.1.1	Indicator IM.CR AH.1.1
I can **compose** incorporating **expressive elements**.	I can ar**range** a work for two instruments.	I can ar**range** a work for large **ensembles** incorporating elements of **melody**, **harmony**, **rhythm**, timbre, texture, form, and **expression** to communicate a mood, emotion, idea, or experience.
Sample Learning Targets • I can use **dynamics** and **phrasing** to communicate a musical idea. • I can **compose** using **articulations** to strengthen a musical idea. • I can...	***Sample Learning Targets*** • I can write a bass line using chord **tone**s from tonic, dominant, and subdominant chords in a given **key**. • I can write a counter**melody** using chord **tone**s from tonic, dominant, and subdominant chords in the given **key**. • I can...	***Sample Learning Targets*** • I can arrange a work for my band. • I can arrange a work for my orchestra. • I score an arrangement for transposing instruments. • I can...

Indicator IM.CR AL.1.2	Indicator IM.CR AM.1.2	
I can arrange incorporating **expressive elements**.	I can arrange a work for a small ensemble.	
Sample Learning Targets • I can arrange a work within various **style**s. • I can vary the dynamic contrast and tonalities in my arrangements. • I can...	***Sample Learning Targets*** • I can use combinations of instruments to create **variations** in **tone color**. • I can arrange a work featuring homophonic and polyphonic textures. I can score an arrangement for a variety of instruments. • I can...	
Anchor Standard 2: *I can improvise music.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark IM.CR AL.2	Benchmark IM.CR AM.2	Benchmark IM.CR AH.2
I can perform a brief improvisation given a chord progression and **meter**.	I can perform an improvisation given a motive, chord progression, and **meter**.	I can perform an extended spontaneous improvisation with freedom and **expression** featuring motivic development within a given **key**, **tonality**, **meter**, and **style**.

Indicator IM.CR AL.2.1	Indicator IM.CR AM.2.1	Indicator IM.CR AH.2.1
I can improvise short melodic patterns in varying **meter**s.	I can perform an improvisation on a given motive.	I can improvise an extended unaccompanied solo within a given **key**, **tonality**, **meter**, and **style**.
Sample Learning Targets • I can take a simple **melody** and perform it using multiple **meter**s. • I can compare various **meter**s to determine my personal preference. • I can...	***Sample Learning Targets*** • I can use **rhythm**ic variation - including augmentation and diminution, etc. - to improvise on a given motive. • I can use passing **tone**s and use non-harmonic **tone**s to improvise on a given motive. • I can…	***Sample Learning Targets*** • I can improvise a **cadenza** incorporating a **composer**'s melodic and **rhythm**ic motives. • I can improvise utilizing modes and modulations with rhythmic variations. • I can improvise while maintaining thematic unity. • I can...

Indicator IM.CR AL.2.2	Indicator IM.CR AM.2.2	Indicator IM.CR AH.2.2
I can improvise a short passage using only a chord progression or lead sheet.	I can improvise an extended passage using only a chord progression or lead sheet.	I can improvise freely within a given **key**, **tonality**, **meter**, and **style**, responding to **aural cues** from other members of an ensemble.
Sample Learning Targets • I can use **rhythm**ic variations, passing **tone**s, and other non-harmonic **tone**s to improvise a short passage over a given chord progression in a **major tonality**. • I can use **rhythm**ic variations, passing **tone**s, and other non-harmonic **tone**s to improvise a short passage over a given chord progression in a **minor tonality**. • I can use **rhythm**ic variations, passing **tone**s, and other non-harmonic **tone**s to improvise a short passage over a given chord progression in a dorian **tonality**. • I can...	***Sample Learning Targets*** • I can use **rhythm**ic variations, passing **tone**s, and other non-harmonic **tone**s to improvise an extended passage given a lead sheet. • I can improvise an extended **melody** over a repeated chord progression. • I can...	***Sample Learning Targets*** • I can improvise a solo responding to musical gestures performed by another member of the ensemble. • I can improvise a solo incorporating ideas performed by another member of my ensemble. • I can improvise a solo in response to a metrical shift set up by the drummer. • I can...

Artistic Processes: Performing- *I can perform a variety of music with fluency and expression.*		
Anchor Standard 3: ***I can produce a characteristic tone.***		
BAND		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark IM.B.P AL.3	Benchmark IM.B.P AM.3	Benchmark IM.B.P AH.3
I can produce a centered **tone** in all **register**s and at moderate dynamic levels.	I can consistently produce a centered, vibrant **tone** in all **register**s and across the entire dynamic **range** of my instrument.	I can adjust **tone color**, **vibrato** speed, and **vibrato** width in response to stylistic demands and the musical needs of an ensemble.
Indicator IM.B.P AL.3.1	Indicator IM.B.P AM.3.1	Indicator IM.B.P AH.3.1
I can identify intonation inaccuracies and make adjustments as needed.	I can play in tune individually with a vibrant **tone**.	I can play in tune individually and with an ensemble while making adjustments as needed.
Sample Learning Targets • I can identify intonation tendencies for my instrument. • I can perform the **SCBDA** Clinic chromatic **range** for my instrument, in tune. • I can perform the first four **SCBDA** Senior **Scales** (and relative minors) for my instrument, in tune. • I can...	***Sample Learning Targets*** • I can play repertoire with a vibrant **tone** on my instrument. • I can practice long tones to improve my tone quality. • I can...	***Sample Learning Targets*** • I can adjust my intonation relative to chord **tone**s. • I can incorporate **vibrato** in a stylistically appropriate manner. • I can perform all **SCBDA** Senior **Scales** and relative minors) for my instrument, in tune. • I can...

	Indicator IM.B.P AM.3.2	
	I can play in tune across a **range** of **dynamics** on my instrument with a vibrant **tone**.	
	Sample Learning Targets • I can demonstrate a controlled decrescendo from forte to mezzo piano with a vibrant tone. • I can perform a controlled crescendo with a vibrant tone. • I can...	

ORCHESTRA		
Benchmark IM.O.P AL.3	Benchmark IM.O.P AM.3	Benchmark IM.O.P AH.3
I can produce a centered **tone** in all **register**s and at moderate dynamic levels.	I can consistently produce a centered, vibrant **tone** in all **register**s and across the entire dynamic **range** of my instrument.	I can adjust **tone color**, **vibrato** speed, and **vibrato** width in response to stylistic demands and the musical needs of an ensemble.
Indicator IM.O.P AL.3.1	Indicator IM.O.P AM.3.1	Indicator IM.O.P AH.3.1
I can perform using appropriate bowing dexterity to produce varied **dynamics**.	I can perform with a full, resonant **tone** in all **register**s of my instrument.	I can play in tune individually and with an ensemble by blending into a uniform sound while making adjustments as needed.
Sample Learning Targets • I can perform using proper bow control, pressure, and speed to create a quality sound. • I can demonstrate proper bow control and placement when playing various dynamic levels. • I can...	***Sample Learning Targets*** • I can maintain natural resonance within the lower register of my instrument. I can maintain natural resonance within the upper register of my instrument. I can maintain natural resonance across the entire **range** of my instrument. • I can...	***Sample Learning Targets*** • I can perform with the same **articulation**, contact point, and bow distribution to create a well-rounded **tone** within an ensemble. • I can adjust to match the articulation of other sections in the ensemble. • I can...

Indicator IM.O.P AL.3.2	Indicator IM.O.P AM.3.2	Indicator IM.O.P AH.3.2
I can perform using appropriate hand **position**s with precise shifting technique and finger selections.	I can perform using appropriate **vibrato** width and speed in all **register**s of my instrument.	I can perform with the same **tone**, resonance, and **vibrato** of others in an ensemble.
Sample Learning Targets • I can glide into desired hand **position**s using conditioned movements to reach all **register**s of my instrument. • I can choose appropriate fingerings for the repertoire I am playing. • I can...	***Sample Learning Targets*** • I can maintain a **balanced**, firm **vibrato** motion while smoothly moving the bow. • I can maintain **vibrato** at all dynamic levels. • I can...	***Sample Learning Targets*** • I can play in tune while making subtle finger adjustments to resonate sound appropriate to the ensemble. • I can develop fingerings that match the tone and intent of the original selection. • I can...
Indicator IM.O.P AL.3.3		
I can perform using **vibrato** to develop resonant **tone**.		
Sample Learning Targets • I can maintain the speed, weight, and sounding point of **vibrato** on my instrument while smoothly moving the bow. • I can use **vibrato** in stylistically correct places in the repertoire. • I can...		

Anchor Standard 4: ***I can perform with technical accuracy and expression.***		
BAND		
Benchmark IM.B.P AL.4	Benchmark IM.B.P AM.4	Benchmark IM.B.P AH.4
I can demonstrate fluent fingering/**stick/bow technique** across the entire **range** of my instrument.	I can perform with appropriate flexibility within given **meter** and use advanced **articulation** techniques in a stylistically appropriate way.	I can control **pitch** and **tone** quality across expanded dynamic **range**, using appropriate stylistic nuance and expressive inflections.
Indicator IM.B.P AL.4.1	Indicator IM.B.P AM.4.1	Indicator IM.B.P AH.4.1
I can demonstrate the entire fingering system/ **position** or **rudiment** for my instrument.	I can demonstrate appropriate **tempo** flexibility within a given **meter**.	I can perform with technical ease and stylistic integrity.
Sample Learning Targets • I can play **rudiment**al with fluency. • I can perform the **SCBDA** Senior **Scales** (and relative minors). • I can perform the **SCBDA** Senior **Rudiment**s. • I can...	***Sample Learning Targets*** • I can use rubato to play expressively. • I can use appropriate **tempo** changes to play expressively. • I can...	***Sample Learning Targets*** • I can perform using well-defined **dynamic contrast** and advanced **phrasing** with stylistic fluency. • I can perform with well-developed resonance, **vibrato**, and **tone color** with stylistic fluency. • I can interpret a piece of music, synthesizing **dynamic contrast**, **tone color**, and stylistic qualities. • I can...

	Indicator IM.B.P AM.4.2	
	I can play in a specified **style**.	
	Sample Learning Targets • I can modify note lengths to play within a specified **style**. • I can modify **articulations** to play within a specified **style**. • I can...	

ORCHESTRA		
Benchmark IM.O.P AL.4	Benchmark IM.O.P AM.4	Benchmark IM.O.P AH.4
I can demonstrate fluent fingering/**stick/bow technique** across the entire **range** of my instrument.	I can perform with appropriate flexibility within given **meter** and use advanced **articulation** techniques in a stylistically appropriate way.	I can control **pitch** and **tone** quality across expanded dynamic **range**, using appropriate stylistic nuance and expressive inflections.
Indicator IM.O.P AL.4.1	Indicator IM.O.P AM.4.1	Indicator IM.O.P AH.4.1
I can perform using appropriate hand **position**s with precise shifting technique and fingerings.	I can perform with appropriate and well-defined bowing techniques.	I can perform with technical ease and stylistic integrity.
Sample Learning Targets • I can glide into desired hand **position**s using conditioned movements to reach all **register**s of my instrument. • I can perform precise and efficient fingerings throughout the **range** of my instrument. • I can play in tune, making subtle finger adjustments while shifting. • I can...	***Sample Learning Targets*** • I can perform complex **rhythm**ic patterns, including **polyrhythms**, **hemiola**, and cross-**rhythm**s. • I can perform proper **articulations** in a manner that reflects the **composer**'s intent. • I can...	***Sample Learning Targets*** • I can perform using well-defined **dynamic contrast** and advanced **phrasing** with stylistic fluency. • I can perform with well-developed resonance, **vibrato**, and **tone color** with stylistic fluency. • I can perform music using polished bow movements. • I can interpret a piece of music, synthesizing **dynamic contrast**, **tone color**, and stylistic qualities. • I can...

Indicator IM.O.P AL.4.2		
I can perform using a variety of **articulations** with increasing dexterity.		
Sample Learning Targets • I can play using proper bow control, weight and speed to create distinct **articulations**. • I can demonstrate **spiccato** technique with increasing facility. • I can demonstrate **marcato** technique with increasing facility. • I can demonstrate basic ricochet technique. • I can...		

Anchor Standard 5: ***I can perform using musical notation.***		
Benchmark IM.P AL.5	Benchmark IM.P AM.5	Benchmark IM.P AH.5
I can perform at sight complex unfamiliar musical works with accuracy.	I can perform at sight complex unfamiliar musical works with accuracy and appropriate **expression**/interpretation.	I can perform at sight complex unfamiliar musical works with accuracy, appropriate **expression**/interpretation, and fluency.
Indicator IM.P AL.5.1	Indicator IM.P AM.5.1	Indicator IM.P AH.5.1
I can perform at sight complex unfamiliar musical works with accurate **pitch**es.	I can perform at sight complex unfamiliar musical works with correct **articulations**.	I can perform at sight complex unfamiliar music works with fluency.
Sample Learning Targets • I can sight read a Grade 3 piece with 100 percent **pitch** accuracy. • I can play and record using current and emerging technologies to self-assess for accuracies. • I can...	***Sample Learning Targets*** • I can identify a variety of symbols related to **articulations**. • I can sight-read a Grade 3 piece with correct **articulations**. • I can...	***Sample Learning Targets*** • I can sight-read Grade 4 or higher music with accurate **pitch**es and **rhythm**s. • I can sight-read Grade 4 or higher music with accurate articulations. • I can...

Indicator IM.P AL.5.2	Indicator IM.P AM.5.2	Indicator IM.P AH.5.2
I can perform at sight complex unfamiliar musical works with accurate **pitch**es and **rhythm**s.	I can perform at sight complex unfamiliar musical works with correct **dynamics**.	I can perform at sight complex unfamiliar musical works with stylistic integrity.
Sample Learning Targets • I can sight-read a Grade 3 piece with 100 percent **pitch** and **rhythm** accuracy. • I can play and record using current and emerging technologies to self-assess for accuracies. • I can…	***Sample Learning Targets*** • I can identify a variety of symbols related to **dynamics**. • I can sight-read a Grade 3 piece using correct dynamics. • I can...	***Sample Learning Targets*** • I can sight-read Grade 4or higher music using stylistic integrity. • I can sight-read performing dynamic, meter, and tempo changes. • I can...
Indicator IM.P AL.5.3	Indicator IM.P AM.5.3	
I can perform at sight complex unfamiliar musical works with accurate **pitch**es and **rhythm**s at a steady **tempo**.	I can perform at sight complex unfamiliar musical works with appropriate **phrasing**.	
Sample Learning Targets • I can sight-read a Grade 3 piece with 100percent**pitch** and **rhythm** accuracy. • I can sight-read a Grade 3 piece while maintaining a steady tempo. • I can...	***Sample Learning Targets*** • I can identify phrases in a musical work. • I can perform at sight phrases from a musical work with **expression**. • I can sight-read a Grade 3 piece using appropriate **phrasing**. • I can...	

Artistic Processes: Responding- *I can respond to musical ideas as a performer and listener.*		
Anchor Standard 6: *I can analyze music.*		
Benchmark IM.R AL.6	Benchmark IM.R AM.6	Benchmark IM.R AH.6
I can explain how the use of music elements impacts **composition**s from different historical periods and cultures.	I can examine musical forms in **composition**s from varying **genres** and **style**s.	I can justify how structure, forms, and **performance** decisions inform responses to music based on the **elements of music**.
Indicator IM.R AL.6.1	Indicator IM.R AM.6.1	Indicator IM.R AH.6.1
I can identify forms used in varying **genres** and historical periods.	I can describe characteristics of a variety of musical forms.	I can identify **harmonic structure**.
Sample Learning Targets • I can explain the components of **sonata form**. • I can describe how **sonata form** differs in symphonic works versus instrumental works. • I can describe how various forms have evolved over time. • I can...	***Sample Learning Targets*** • I can explain the characteristics of musical forms and how they are similar and different. • I can describe how a particular form appears in different **genres** of music. • I can...	***Sample Learning Targets*** • I can identify **harmonic structure** of the music I hear and perform. • I can describe how **harmonic structure** changes the mood of a piece of music. • I can identify specific **performance** decisions of different performers. • I can describe how **performance** decisions highlight the form and **harmonic structure** set forth by the **composer**. • I can...

Indicator IM.R AL.6.2	Indicator IM.R AM.6.2	Indicator IM.R AH.6.2
I can describe stylistic qualities of music from different historical periods.	I can identify **key signature** changes and **modulation**s in relation to form.	I can apply stylistic qualities of music from different historical periods as I perform on my instrument.
Sample Learning Targets • I can listen to music from different time periods and describe the differences in their **style**s. • I can explain how music changed through history. • I can list qualities of the music of various historical periods. • I can describe how qualities of different historical periods from current music today. • I can...	***Sample Learning Targets*** • I can explain how **modulation**s affect **harmonic structure**. • I can describe how a **modulation** bridges between **sections** in **sonata form**. • I can explain how **modulation**s and **tonality** unify a musical work. • I can...	***Sample Learning Targets*** • I can apply historically appropriate musical **ornamentation** to my **performance** on my instrument. • I can justify my **performance** decisions based on my **analysis** of the **elements of music** and their use in the appropriate historical period. • I can...

Indicator IM.R AL.6.3	Indicator IM.R AM.6.3	Indicator IM.R AH.6.3
I can describe musical works from different cultures.	I can describe stylistic qualities of music from different historical periods and how it applies to my instrument.	I can justify the **performance** decisions in a variety of musical works.
Sample Learning Targets • I can describe the similarities and differences of music from different cultures. • I can identify instrumental, expressive, and tonal qualities that make the music from a specific culture unique. • I can describe how music from different cultures informs current music today. • I can...	***Sample Learning Targets*** • I can describe how my instrument appears in music from different historical periods. • I can identify stylistic qualities of Baroque **performance** technique. • I can demonstrate Baroque **performance** technique on my instrument. • I can describe how techniques from different historical periods inform **performance** decisions. • I can...	***Sample Learning Targets*** • I can defend **performance** decisions I make on my instrument. • I can rationalize **performance** decisions I make on my instrument within an ensemble. • I can...

Anchor Standard 7: *I can evaluate music.*		
Benchmark IM.R AL.7	Benchmark IM.R AM.7	Benchmark IM.R AH.7
I can analyze **performance**s and **composition**s, offering constructive suggestions for improvement using provided criteria.	I can analyze and critique **composition**s and **performance**s using personally-developed criteria.	I can justify my criteria for evaluating music works and **performance**s based on personal and collaborative research.
Indicator IM.R AL.7.1	Indicator IM.R AM.7.1	Indicator IM.R AH.7.1
I can formulate constructive feedback for personal **performance**s.	I can analyze personal **composition**s and provide recommendations for improvement.	I can explain criteria used for evaluation.
Sample Learning Targets • I can evaluate my own **performance**. • I can formulate constructive feedback for my own personal **performance**s using the **elements of music** as the basis for criteria of evaluation. • I can...	***Sample Learning Targets*** • I can evaluate my personal **composition**s. • I can provide criteria for improvement based on **composition** rules. • I can...	***Sample Learning Targets*** • I can develop criteria for the evaluation of music works and **performance**s. • I can explain how the criterion for the evaluation of music works and performances was developed. • I can...

Indicator IM.R AL.7.2	Indicator IM.R AM.7.2	Indicator IM.R AH.7.2
I can formulate constructive feedback for the **performance**s of others.	I can analyze **performance**s and provide recommendations for improvement.	I can collaborate with others to assess musical works and **performance**s.
Sample Learning Targets • I can evaluate the **performance** of others. • I can formulate constructive feedback for the **performance** of others using the **elements of music** as the basis for criteria of evaluation. • I can...	***Sample Learning Targets*** • I can evaluate my personal **performance**s and those of others. • I can provide criteria for improvement of my personal **performance**s and those of others using the **elements of music** a basis for criteria of evaluation. • I can...	***Sample Learning Targets*** • I can collaborate with others to develop criteria for the evaluation of music works and **performance**s. • I can collaborate with others to explain how the criteria for the evaluation of music works and **performance**s were developed. • I can...
		Indicator IM.R AH.7.3
		I can research topics pertaining to musical **performance**.
		Sample Learning Targets • I can extend my personal learning of music **performance** by conducting research. • I can explain how my understanding of music **performance** was improved by conducting research. • I can...

Artistic Processes: Connecting- *I can relate musical ideas to personal experiences, culture, history, and other disciplines.*		
Anchor Standard 8: ***I can relate musical ideas to personal experiences, culture, and history.***		
Benchmark IM.C AL.8	Benchmark IM.C AM.8	Benchmark IM.C AH.8
I can research how musical ideas influence beliefs, values, or behaviors in various cultures.	I can synthesize my research about other cultures and genres to enhance my music performance.	I can justify the role of music in a global society.
Indicator IM.C AL.8.1	Indicator IM.C AM.8.1	Indicator IM.C AH.8.1
I can analyze how **genres** of music influence social lifestyles and current trends.	I can apply characteristic expressive qualities to my music performance.	I can defend interpretations of music through appropriate musical vocabulary.
Sample Learning Targets • I can compare **genres** of music. • I can describe how music influences social trends. • I can…	***Sample Learning Targets*** • I can perform in a historically accurate Baroque style. . • I can perform tiered dynamics in Renaissance era music. • I can...	***Sample Learning Targets*** • I can compile information using appropriate vocabulary to describe musical interpretations. I can explain why trills start on the note above in the Mozart Clarinet Concerto. • I can...

Indicator IM.C AL.8.2	Indicator IM.C AM.8.2	Indicator IM.C AH.8.2
I can explain how music preferences influence group or social stereotypes.	I can apply characteristic techniques to my music performance.	I can justify the role of music as having a common purpose in societies around the world.
Sample Learning Targets • I can conduct surveys to determine music preferences of my peers • I can describe the musical preferences of different generations of people. • I can…	***Sample Learning Targets*** • I can perform swung eighth notes in bebop music. • I can perform appropriate articulations for the musical time period. • I can...	***Sample Learning Targets*** • I can compare and contrast the influence of popular music in Korea and America. • I can list events that all countries have in common where music plays a significant role in the purpose of the event. • I can...
Anchor Standard 9: ***I can relate music to other arts disciplines, other content areas, and career path choices.***		
Benchmark IM.C AL.9	Benchmark IM.C AM.9	Benchmark IM.C AH.9
I can analyze how my interests and skills will prepare me for a career in music.	I can create an educational plan for my career choice in music.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a musician.

Indicator IM.C AL.9.1	Indicator IM.C AM.9.1	Indicator IM.C AH.9.1
I can identify skills and knowledge required from other content areas as they relate to a career in music.	I can research to set personal goals for my career path.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.
Sample Learning Targets • I can create a budget for a recording studio. • I can design a website to promote my brass quintet. • I can...	***Sample Learning Targets*** • I can interview personnel from community **ensembles** to examine their educational background. • I can research colleges that offer programs in music that I am interested in. • I can...	***Sample Learning Targets*** • I can research the socio political atmosphere of the time period of the piece I am performing. • I can compare and contrast music from East and West Germany during WWI to determine underlying themes of music propaganda. • I can...
Indicator IM.C AL.9.2		
I can identify knowledge and skills needed in various careers in music.		
Sample Learning Targets • I can list the certification needed to become a music software engineer. • I can describe the skills needed to become and instrument repair technician. • I can…		

Instrumental Music Glossary

AB Form The overall structure of a musical piece that uses “same” and “different” sections.

ABA Form The overall structure of a musical pieces that uses “same,” “different,” “same.”

Analysis (of music) The study of music that focuses on the form or structure of the music itself. There are several methods of analysis, including analysis by harmonic structure, theme, by form, and by phrase.

Appropriate Sound Characteristic tone of an instrument.

Arco Directive to play with the bow as opposed to plucked or pizzicato.

Articulation The way an individual note or group of notes should be performed based on the context of the music or the intention of the performer.

Aural Skills Skills wherein musicians learn to identify musical elements solely by hearing.

Aural Cues Musical directive given not using words.

Bow Articulations Direction or performance technique which effects the sound of a single note or multiple notes.

Bow Direction Up bow or down bow.

Bow Speed How fast or slow the bow moves.

Bow Weight Pressure applied to bow.

Cadenza An ornamentalpassageperformed near the close of a composition, usually improvised, and usually performed by a soloist. Cadenzas are mostly to be found in arias or a concerto.

Call and Response Succession of two distinct phrases usually played by different musicians, where the second phrase is heard as a direct commentary on or response to the first.

Characteristic Tone The sound the instrument is intended to make.

Chromatic Range Scope of the instrument or composition in half steps.

Compose To create an original work.

Composer A person who writes music.

Composition Any musical work or production.

Compound Time Signature Meter in which each beat is divisible by three rather than two.

Cross Rhythms Effect produced when two conflicting rhythms are heard together.

Detaché Detached bow stroke.

Detached Bow Strokes Bow movement that move up and down.

Duple Meter A rhythmic pattern with the measure being divisible by two.

Dynamic Contrast Difference between the loudness and softness in music.

Dynamic Range Scope of the range of loudness and softness in a composition.

Dynamics The loudness or softness of a composition.

Elements of Music Pitch, timbre, texture, volume, duration, and form.

Ensembles A group of musicians that perform as a unit.

Expression When a composition is trying to represent something extra-musical.

Expression Markings Printed directives for the musician to perform a specific way.

Expressive Elements Dynamics, tempo, and articulations.

Expressive Indications Directives in music to performer to play with a specific expressive element.

Flat Lowering of pitch by a half step.

Genres A unique category of composition with similar style, form, emotion, or subject.

Harmonic Structure The structure of a work or passage as considered from the point of view of its chordal characteristics and relationships between those chords.

Harmony The combination of notes sounded simultaneously to produce chords.

Hemiola A rhythmic pattern of syncopated beats.

Instrument Family Grouping of several different but related instruments.

Key Tonality of a piece of music.

Key Signature The sharp, flats, or naturals signs placed at the beginning of a staff indicating the tonality of the composition.

Macrobeat Long beats.

Major tonality A sequence of notes that define the tonality of the major scale.

Marcato Marked, accented, emphatic, stress.

Markings Printed directives for the musician to perform a specific way.

Melodic Theme Subject material in which part or all of the composition is based.

Melody A succession of tones comprised of mode, rhythm, and pitches arranged to achieve musical shape.

Meter A recurring pattern of stresses or accents that provide the pule or beat of music.

Meter Signatures Notational convention used to specify how many beats are to be in each bar and which note value is to be given one beat.

Microbeat Division of the large beat.

Minor Tonality A series of tones that defines a minor tonality.

Modulation The process of changing from one key to another.

Musical Phrases Grouping of consecutive melodic notes.

Musical Styles Genres of music.

Music Form Overall structure or plan of a piece of music which describes the layout of a composition.

Ornamentation Decorative notes of short duration to compositions to emphasize certain notes.

Performance An event that features the realizations of a composition.

Personal Preferences and Interests in Music A musician's own taste in music.

Phrasing The art of performing music in a way that allows each phrase to be conceived as a single unit.

Pitch The specific quality of a sound that makes it a recognizable tone.

Pizzicato Directive to play plucked with the fingers rather than bowed or arco.

Playing Position How an instrument is held.

Polyrhythms The use of several patterns or meters simultaneously.

Position The placement of the hand or slide.

Pulse Consistent beats.

Range The scope of notes that an instrument can produce or scope of notes in a composition from the lowest note to the highest note.

Register A division of the range of an instrument or singing voice.

Rhythm The subdivision of a space of time into a defined, repeated pattern.

Rondo Form Musical structure ABACABA.

Rudiment Small rhythmic patterns which are later extended into more complex patterns.

Scales Set of musical notes ordered by fundamental frequency or pitch.

SCBDA South Carolina Band Director's Association.

Sections (of music) Complete but not independent idea.

Sharp Raising a pitch by a half set.

Sonata Form Musical structure with three sections, exposition, development, and recapitulation.

Spiccato A directive to perform the indicated passage of a composition separated or detached.

Staccato A style of playing notes in a detached, separated, distinct manner, as opposed to legato. Staccato is indicated as a dot directly above or below the notehead.

Stick/Bow Technique Proper grip and control of the stick or bow.

Style (music) Characteristic manner of presentation of musical elements.

Syncopation Deliberate upsetting of the meter or pulse of a composition by means of a temporary shifting of the accent to a weak beat or an off beat.

Tempo The speed of the rhythm of a composition.

Tonality The principle of organization of a composition around a tonic based upon a major or minor scale.

Tone Steady, consistent sound.

Tone Color Element of sound that distinguishes different types of sound production.

Triple Meter A metrical pattern having three beats to a measure.

Vibrato The pulsating or vibrating element of some sounds that is produced by a full resonant quality of tone.

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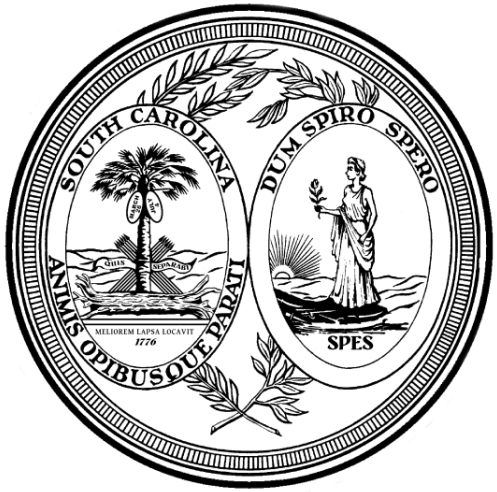
South Carolina
College- and Career-Ready Standards for Media Arts Proficiency



South Carolina Department of Education
Columbia, South Carolina
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Media Arts

Introduction

Education systems in the United States have long recognized the need for national standards to provide the basis for a common curriculum and academic programs throughout the country. The South Carolina academic standards for Media Arts are emerging to new levels in South Carolina's academic standards for the Visual and Performing Arts. Studies in Media Arts utilize many of the elements and principles from other arts disciplines while creating a body of work that reflects its own list of developing elements and principles. Original media artworks reflect the aesthetics that are embedded in the visual and performing arts.

Our students are increasingly using media as a source of communication and networking. It is imperative that our educational system and its constituents remain current with the trends and technologies that accompany the use of media. This includes appropriate use of media and the ability to interpret Media Arts productions both socially and professionally to nurture the 21st century learner. The new 21st century skills movement (www.21stcenturyskills.org) specifically references media literacy as one of the skills all students need to be attractive to employers in this new century. This also aligns with the skills for the South Carolina profile of the high school graduate. Teachers should understand that these standards need to be reinforced throughout these proficiency levels as the students use more advanced tools and media applications as well as more complex terminology and concepts.

Studies in Media Arts function as a components of an overall school curriculum that addresses the role of diversity role in the classroom. Therefore, a school's Media Arts curriculum should include sequential Media Arts courses as well as specialized courses. Media Arts can include courses in animation; film studies; graphic design; sound design and recording; digital photography; digital painting/illustration; and social media/web presence. Programs of study are designed to expose the student to a variety of future career opportunities while making them globally aware of the importance that Media Arts plays in the classroom and beyond.

Media Arts Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*

Anchor Standard 1: ***I can use past, current and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.***

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark MA.CR NL.1	Benchmark MA.CR NM.1	Benchmark MA.CR NH.1	Benchmark MA.CR IL.1	Benchmark MA.CR IM.1	Benchmark MA.CR IH.1	Benchmark MA.CR AL.1	Benchmark MA.CR AM.1	Benchmark MA.CR AH.1
I can recognize technology tools, procedures and processes and use them in a safe and responsible manner to make media artworks.	I can identify a technology tool, procedure, and process to make still pictures, moving pictures, or digital audio.	I can identify multiple technology processes to make still pictures, moving pictures, or digital audio.	I can explain and use a technology tool, procedure and process to convey **meaning** in media artwork.	I can explain and use multiple technology tools, procedures and processes to convey **meaning** in media artwork.	I can apply the most appropriate technology tool, procedure and process to convey a message to make a media artwork.	I can apply some effective technology tools, procedures and processes to convey a message to make a variety of media artworks.	I can manipulate multiple technology tools, procedures and processes to convey messages to make a variety of media artworks in the most effective way.	I can use and justify the most effective technology tools, procedures and processes to make a variety of still, moving, and/or digital audio images to convey **meaning** using personal voice.

Indicator MA.CR NL.1.1	Indicator MA.CR NM.1.1	Indicator MA.CR NH.1.1	Indicator MA.CR IL.1.1	Indicator MA.CR IM.1.1	Indicator MA.CR IH.1.1	Indicator MA.CR AL.1.1	Indicator MA.CR AM.1.1	Indicator MA.CR AH.1.1
I can safely and responsibly show the parts of a technology tool used to make media arts.	I can safely and responsibly identify and use parts of some technology tools used to make media arts.	I can safely and responsibly identify and use multiple technology tools to make media arts.	I can explain and safely use a technology tool to convey **meaning** in media arts.	I can explain and safely use multiple technology tools to convey **meaning** in media arts.	I can choose some appropriate technology tools to convey a message while making a media artwork in a safe and responsible manner.	I can choose multiple effective technology tools to convey a message while making a variety of media artworks in a safe and responsible manner.	I can manipulate multiple technology tools to convey messages to make a variety of media artworks in the most effective way in a safe and responsible manner.	I can justify the most effective technology tools to make a variety of media artworks that convey **meaning** using personal voice in a safe and responsible manner.

Indicator MA.CR NL.1.2	Indicator MA.CR NM.1.2	Indicator MA.CR NH.1.2	Indicator MA.CR IL.1.2	Indicator MA.CR IM.1.2	Indicator MA.CR IH.1.2	Indicator MA.CR AL.1.2	Indicator MA.CR AM.1.2	Indicator MA.CR AH.1.2
I can follow the steps of some technology procedures and processes to make media artworks.	I can identify the steps of a technology procedure and process to make media artworks.	I can identify the steps of multiple technology procedures and processes to make media artworks.	I can explain the steps of a technology procedure and process to convey **meaning** in media arts.	I can explain the steps of multiple technology procedures and processes to convey **meaning** in media arts.	I can choose the appropriate technology procedure to convey a message while making a media artwork.	I can choose some effective technology procedures and processes to convey a message while making a variety of media artworks.	I can manipulate multiple technology procedures and processes to convey messages to make a variety of media artworks in the most effective way.	I can justify the most effective technology procedures and processes to make a variety of media artworks that convey **meaning** using personal voice.

Anchor Standard 2: ***I can organize, improve, and complete artistic work using media arts elements and principles.***								
Benchmark MA.CR NL.2	Benchmark MA.CR NM.2	Benchmark MA.CR NH.2	Benchmark MA.CR IL.2	Benchmark MA.CR IM.2	Benchmark MA.CR IH.2	Benchmark MA.CR AL.2	Benchmark MA.CR AM.2	Benchmark MA.CR AH.2
I can recognize and explore some **elements and principles** in media arts.	I can combine **elements and principles** of media arts to make media artwork.	I can communicate **meaning** in my work by selecting and arranging **elements and principles** of media arts.	I can apply **elements and principles** of media arts to revise my work.	I can analyze and apply the **elements and principles** of media arts as a response to an artistic problem.	I can analyze my media artwork through a critique and refine my work based on given criteria.	I can create, refine, and communicate ideas based on the **elements and principles** of media arts to complete a variety of media artworks.	I can document and justify the planning and development of a media artwork from the inception of the idea to completion.	I can create a body of work in a variety of media art forms that explore personal themes, ideas, or concepts.
Indicator MA.CR NL.2.1	Indicator MA.CR NM.2.1	Indicator MA.CR NH.2.1	Indicator MA.CR IL.2.1	Indicator MA.CR IM.2.1	Indicator MA.CR IH.2.1	Indicator MA.CR AL.2.1	Indicator MA.CR AM.2.1	Indicator MA.CR AH.2.1
I can recognize some **elements or principles** of media arts to communicate an idea.	I can combine **elements and principles** of media arts using multiple media techniques.	I can change the **meaning** of a media artwork using different **elements or principles**.	I can identify improvements needed in my media artwork and explore strategies to strengthen the intended **meaning**.	I can explain how multiple **elements or principles** of media arts are used to convey **meaning** in media artworks.	I can participate in a formal critique to revise my artwork.	I can apply organizational strategies that communicate a personal **meaning**, theme, idea, or concept.	I can create a process folio to document the planning of a media artwork.	I can explain and defend the choices I made to communicate my artistic ideas across multiples media artworks.

Artistic Processes: Presenting- *I can share artistic ideas and work.*								
Anchor Standard 3: ***I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.***								
Benchmark MA.P NL.3	Benchmark MA.P NM.3	Benchmark MA.P NH.3	Benchmark MA.P IL.3	Benchmark MA.P IM.3	Benchmark MA.P IH.3	Benchmark MA.P AL.3	Benchmark MA.P AM.3	Benchmark MA.P AH.3
I can identify media artworks as communi-cation.	I can explain ways media artworks are presented.	I can consider audience response when discussing how media artworks are presented.	I can identify a target audience for presentation of my media artwork.	I can identify and choose multiple formats used in presenting media artworks for a target audience.	I can compare presentation formats for different media artworks and its intended audience.	I can present media artworks considering combinations of formats and target audience.	I can analyze and interpret the effectiveness of a media arts presentation for an intended audience.	I can promote and present media artworks for intentional impacts through a variety of **contexts** such as markets and venues.
Indicator MA.P NL.3.1	Indicator MA.P NM.3.1	Indicator MA.P NH.3.1	Indicator MA.P IL.3.1	Indicator MA.P IM.3.1	Indicator MA.P IH.3.1	Indicator MA.P AL.3.1	Indicator MA.P AM.3.1	Indicator MA.P AH.3.1
I can present a media artwork to an audience.	I can identify venues appropriate for still and moving images in media artworks.	I can examine how audience response varies depending on how media artwork is presented.	I can identify multiple ways to share my work through different media outlets.	I can choose proper format for my media artwork.	I can choose the most effective media format for a select audience.	I can select my intended audience and choose multiple media formats to get the most views.	I can evaluate the effectiveness of virtual and physical presentations of a media artwork.	I can create a media plan (funding, distribution, and viewing) to promote my media artwork.

Artistic Processes: Responding- *I can interpret (read) and evaluate how media is represented and conveys meaning.*								
Anchor Standard 4: ***I can describe, analyze, and evaluate the meaning of my work and the work of others.***								
Benchmark MA.R NL.4	Benchmark MA.R NM.4	Benchmark MA.R NH.4	Benchmark MA.R IL.4	Benchmark MA.R IM.4	Benchmark MA.R IH.4	Benchmark MA.R AL.4	Benchmark MA.R AM.4	Benchmark MA.R AH.4
I can explore message and purpose in my media artworks and the work of others.	I can identify some messages and purposes in media artworks.	I can identify the messages and purposes, in my media artworks and the work of others.	I can explain the messages and purposes in media artworks.	I can analyze and describe reactions and interpretations of messages and purposes in a variety of media artworks.	I can investigate personal and group intentions about messages and purposes in media artworks.	I can discuss and analyze the message and purpose in a variety of media artworks.	I can analyze the message and **intent** of a variety of media artworks.	I can justify the message, **intent**, and impact of diverse media artworks, considering complex factors of **context** and bias.

Indicator MA.R NL.4.1	Indicator MA.R NM.4.1	Indicator MA.R NH.4.1	Indicator MA.R IL.4.1	Indicator MA.R IM.4.1	Indicator MA.R IH.4.1	Indicator MA.R AL.4.1	Indicator MA.R AM.4.1	Indicator MA.R AH.4.1
I can describe parts of a media artwork.	I can identify how media artworks are put together.	I can identify the subject, **composition**, and media arts **elements and principles** for a variety of media artworks.	I can explain how to use the **elements and principles** of media art to compose a media artwork.	I can show the similarities and differences in how media artworks are organized by the **elements and principles**.	I can rephrase ways in which a variety of media artworks organize criteria.	I can analyze the organization of the **elements and principles** of media artworks.	I can critique how the **composition** characteristics in multiple media artworks work together.	I can justify the organizational choices made by media artists.
Indicator MA.R NL.4.2	Indicator MA.R NM.4.2	Indicator MA.R NH.4.2	Indicator MA.R IL.4.2	Indicator MA.R IM.4.2	Indicator MA.R IH.4.2	Indicator MA.R AL.4.2	Indicator MA.R AM.4.2	Indicator MA.R AH.4.2
I can name a message in media artworks.	I can describe my thoughts about messages in media artworks.	I can identify ideas, issues, and/or experiences presented in the messages of media artworks.	I can explain the techniques used in different media artworks that reflect varying messages and points of view.	I can investigate increasingly complex messages in media artworks.	I can explore the language, **tone**, and point of view used in media texts to influence **meaning** and interpretation of messages.	I can analyze the effectiveness of a presentation and treatment of messages in media artwork.	I can interpret the qualities of and relationships between the **components**, style, and message communicated by media artworks and artists.	I can justify my interpretation of language, **tone**, and point of view of the message in a media artwork.

Indicator MA.R NL.4.3	Indicator MA.R NM.4.3	Indicator MA.R NH.4.3	Indicator MA.R IL.4.3	Indicator MA.R IM.4.3	Indicator MA.R IH.4.3	Indicator MA.R AL.4.3	Indicator MA.R AM.4.3	Indicator MA.R AH.4.3
I can name a purpose of some media artworks.	I can identify the purpose of a media artwork.	I can identify the purpose and audience of a media artwork.	I can explain that different media can produce artworks that have the same purpose.	I can investigate increasingly complex techniques that artists use to convey purpose in media artwork.	I can find and interpret data to explore multiple differences in the purpose of media artwork.	I can analyze formal and informal situations, the effectiveness of presentation, and treatment of media to convey the purpose.	I can analyze and interpret the qualities of relationships between the **components**, style, message, and how they relate to the purpose.	I can justify my interpretation and explanation of the purpose of multiple media artwork.
Indicator MA.R NL.4.4	Indicator MA.R NM.4.4	Indicator MA.R NH.4.4	Indicator MA.R IL.4.4	Indicator MA.R IM.4.4	Indicator MA.R IH.4.4	Indicator MA.R AL.4.4	Indicator MA.R AM.4.4	Indicator MA.R AH.4.4
I can make a statement about my media artwork.	I can describe my media artwork.	I can recognize an **element and/or principle** of media art in my work.	I can describe multiple **elements and principles** of media art in my work.	I can identify **elements and principals** of media arts in artist's statements.	I can develop an artist's statement that describes media arts criteria and **intent** of my work.	I can develop an artist's statement that merges personal influences with **intent** and media arts criteria for my work.	I can develop an artist's statement that identifies common themes in personal influences, **intent** and media arts criteria for work.	I can justify my choices of criteria, cultural influences, personal experiences, to create my own voice in my artist statement.

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*								
Anchor Standard 5: ***I can examine the role of media arts through history and cultures.***								
Benchmark MA.C NL.5	Benchmark MA.C NM.5	Benchmark MA.C NH.5	Benchmark MA.C IL.5	Benchmark MA.C IM.5	Benchmark MA.C IH.5	Benchmark MA.C AL.5	Benchmark MA.C AM.5	Benchmark MA.C AH.5
I can explore ideas that connect media arts to different cultures and time periods.	I can recognize some examples of media arts found in different cultures and time periods.	I can identify media arts used for different purposes in various cultures and time periods.	I can analyze a variety of media artworks from different cultures and time periods.	I can describe why different media artworks are used for different purposes in various cultures and time periods.	I can analyze similarities and differences in media artworks among different cultures and time periods.	I can examine past media arts works to determine their influence on media today.	I can explain the influence of past media arts works throughout different time periods and how that reflects on media today.	I can evaluate media arts works from the past and apply the most effective ones to my work and the work of others.

Indicator MA.C NL.5.1	Indicator MA.C NM.5.1	Indicator MA.C NH.5.1	Indicator MA.C IL.5.1	Indicator MA.C IM.5.1	Indicator MA.C IH.5.1	Indicator MA.C AL.5.1	Indicator MA.C AM.5.1	Indicator MA.C AH.5.1
I can recognize ideas that connect media arts to history, cultures, and the world.	I can relate to ideas that connect media arts to history, cultures, and the world.	I can show how ideas connect media arts to history, cultures, and the world.	I can explain how ideas connect media arts to history, cultures, and the world.	I can **compare and contrast** how to connect media arts ideas to history, cultures, and the world.	I can interpret how media arts ideas connect to history, cultures, and the world.	I can participate in formal and informal situations relating to how media art connects to history, cultures, and the world.	I can examine the relationship between media arts, history, cultures, and the world.	I can justify the relationship between media arts, history, cultures, and the world.

Anchor Standard 6: ***I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.***								
Benchmark MA.C NL.6	Benchmark MA.C NM.6	Benchmark MA.C NH.6	Benchmark MA.C IL.6	Benchmark MA.C IM.6	Benchmark MA.C IH.6	Benchmark MA.C AL.6	Benchmark MA.C AM.6	Benchmark MA.C AH.6
I can explore media arts concepts among other arts disciplines, content areas, and related careers.	I can recognize a media arts concept among other arts disciplines, content areas, and related careers.	I can apply media arts concepts among other arts disciplines, content areas, and related careers.	I can explore a range of media arts skills shared among other arts disciplines, content areas, and careers.	I can recognize specific media arts skills shared among other arts disciplines, content areas, and careers.	I can analyze the media arts tools, concepts, and materials used among other arts disciplines, content areas, and careers.	I can apply media arts concepts to other arts disciplines and content areas to prepare me for a career.	I can research aspects of media arts careers to influence my career path.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.

Indicator MA.C NL.6.1	Indicator MA.C NM.6.1	Indicator MA.C NH.6.1	Indicator MA.C IL.6.1	Indicator MA.C IM.6.1	Indicator MA.C IH.6.1	Indicator MA.C AL.6.1	Indicator MA.C AM.6.1	Indicator MA.C AH.6.1
I can identify a relationship between media arts and another subject in my school.	I can demonstrate a relationship between media arts and another subject in my school.	I can demonstrate and describe the relationship between media arts and a concept from another subject in my school.	I can apply media arts concepts to other arts disciplines and content areas.	I can examine the relationship between media arts and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my media artwork.	I can explain ideas from other arts disciplines and content areas through media arts.	I can explain how economic conditions, cultural values, and location influence media arts and the need for related careers.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a media artist.
Indicator MA.C NL.6.2	Indicator MA.C NM.6.2	Indicator MA.C NH.6.2	Indicator MA.C IL.6.2	Indicator MA.C IM.6.2	Indicator MA.C IH.6.2	Indicator MA.C AL.6.2	Indicator MA.C AM.6.2	Indicator MA.C AH.6.2
I can identify different types of media arts that interest me.	I can identify and demonstrate the skills used to make media artwork that interests me.	I can describe specific careers in media arts.	I can demonstrate and describe the skills needed for careers in media arts.	I can identify specific skills required for various careers in media arts.	I can research topics about careers in media arts that interest me.	I can identify the skills, training, and education necessary to pursue a career in media arts that interests me.	I can pursue opportunities that will lead me to a career in media arts.	I can demonstrate skills necessary for a career in media arts.

Anchor Standard 7: ***I can practice digital citizenship in researching and creating art.***								
Benchmark MA.C NL.7	Benchmark MA.C NM.7	Benchmark MA.C NH.7	Benchmark MA.C IL.7	Benchmark MA.C IM.7	Benchmark MA.C IH.7	Benchmark MA.C AL.7	Benchmark MA.C AM.7	Benchmark MA.C AH.7
I can imitate **digital citizenship** when I am online.	I can identify **digital citizenship** when I am online.	I can show **digital citizenship** when I am online.	I can model and explain aspects of **digital citizenship** when I am online.	I can describe different aspects of **digital citizenship** when I am online.	I can interpret different aspects of **digital citizenship** when I am online.	I can participate in formal and informal situations to discuss and demonstrate **digital citizenship** when I am online.	I can analyze and identify the appropriate **digital citizenship** strategy to use when I am online.	I can justify my choice of **digital citizenship** strategy to use when I am online.

Indicator MA.C NL.7.1 Internet Safety	Indicator MA.C NM.7.1 Internet Safety	Indicator MA.C NH.7.1 Internet Safety	Indicator MA.C IL.7.1 Internet Safety	Indicator MA.C IM.7.1 Internet Safety	Indicator MA.C IH.7.1 Internet Safety	Indicator MA.C AL.7.1 Internet Safety	Indicator MA.C AM.7.1 Internet Safety	Indicator MA.C AH.7.1 Internet Safety
I can explore the internet safely and responsibly when logging on to my device.	I can identify several safe ways to search topics on the internet.	I can share with others how to safely search for information on the internet.	I can explain and demonstrate several safe and reliable ways to search for accurate information on the internet.	I can collaborate with other students in various safe and reliable ways to search for information on the internet.	I can identify predictable situation when using the internet.	I can participate in formal and informal situations when collaborating with others and can model appropriate and positive **etiquette**.	I can analyze various ways to use **digital citizenship** to collaborate with the world in an appropriate and positive way.	I can compile a selection of information that is found on the internet and how helps me justify my own voice as an artist.

Indicator MA.C NL.7.2 Digital Footprint Privacy	Indicator MA.C NM.7.2 Digital Footprint Privacy	Indicator MA.C NH.7.2 Digital Footprint Privacy	Indicator MA.C IL.7.2 Digital Footprint Privacy	Indicator MA.C IM.7.2 Digital Footprint Privacy	Indicator MA.C IH.7.2 Digital Footprint Privacy	Indicator MA.C AL.7.2 Digital Footprint Privacy	Indicator MA.C AM.7.2 Digital Footprint Privacy	Indicator MA.C AH.7.2 Digital Footprint Privacy
I can explore how to post safely on the internet.	I can identify several safe online platforms to post on the internet.	I can share various ways to post safely on the internet.	I can explain and model how to post safely on the internet.	I can **analyze** various ways to post safely on the internet.	I can investigate several ways that information on the internet is not safe or responsible and ways to respond to these problems.	I can participate in formal and informal situations when collaborating with others to post safely on the internet.	I can investigate various ways to post safely on the internet and know the difference between a positive and a negative post.	I can justify my choice of what I post on the internet to interact with the world in an appropriate and positive way.

Indicator MA.C NL.7.3 Copyright	Indicator MA.C NM.7.3 Copyright	Indicator MA.C NH.7.3 Copyright	Indicator MA.C IL.7.3 Copyright	Indicator MA.C IM.7.3 Copyright	Indicator MA.C IH.7.3 Copyright	Indicator MA.C AL.7.3 Copyright	Indicator MA.C AM.7.3 Copyright	Indicator MA.C AH.7.3 Copyright
I can identify that a media artwork has an owner.	I can find the owner of a media artwork on the internet.	I can credit the owner of media artwork on the internet when I intend to use it.	I can explain and model the use of media artwork that is owned by another artist, and can demonstrate my responsibili-ties and rights when using the work for educational purposes.	I can identify media artwork that is owned by another artist, and can demonstrate my responsibili-ties and rights when using the work for educational or personal purposes.	I can handle unexpected situations with copyright and fair use **rules** as it applies to my artwork, performance, or presentation.	I can participate in formal and informal situations when collaborating with others to discuss copyright laws that apply to a media artwork.	I can analyze and synthesize various ways that copyright laws apply to my work and the work of others.	I can justify my choice of how I use **copyright** law to protect my work and the work of others.

Novice Media Arts Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*		
Anchor Standard 1: ***I can use past, current and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.***		
Novice Low	**Novice Mid**	**Novice High**
Benchmark MA.CR NL.1	Benchmark MA.CR NM.1	Benchmark MA.CR NH.1
I can recognize technology tools, procedures and processes and use them in a safe and responsible manner to make media artworks.	I can identify a technology tool, procedure, and process to make still pictures, moving pictures, or digital audio.	I can identify multiple technology processes to make still pictures, moving pictures, or digital audio.

Indicator MA.CR NL.1.1	Indicator MA.CR NM.1.1	Indicator MA.CR NH.1.1
I can safely and responsibly show the parts of a technology tool used to make media arts.	I can safely and responsibly identify and use parts of some technology tools used to make media arts.	I can safely and responsibly identify and use multiple technology tools to make media arts.
Sample Learning Targets • I can name some parts of a camera. • I can name the differences between a computer, tablet, and a smartphone. • I can...	***Sample Learning Targets*** • I can label the parts of a camera. • I can follow the safety procedures when using a media tool. • I can secure an iPad into a stand safely. • I can...	***Sample Learning Targets*** • I can pick from a list of tools which tool would be the best to take a photograph that tells a story about what makes me happy. • I can identify where external components are entered into a device. • I can...

Indicator MA.CR NL.1.2	Indicator MA.CR NM.1.2	Indicator MA.CR NH.1.2
I can follow the steps of some technology procedures and processes to make media artworks.	I can identify the steps of a technology procedure and process to make media artworks.	I can identify the steps of multiple technology procedures and processes to make media artworks.
Sample Learning Targets • I can take a photograph. • I can record my voice. • I can record a video. • I can...	***Sample Learning Targets*** • I can take a photograph that is in focus. • I can take picture to tell a story. • I can video someone teaching a lesson. • I can...	***Sample Learning Targets*** • I can make an instructional video on how to take a photograph. (The video will include still and moving pictures.) • I can integrate still and moving images into an iMovie trailer. • I can...
Anchor Standard 2: ***I can organize, improve, and complete artistic work using media arts elements and principles of media arts.***		
Novice Low	**Novice Mid**	**Novice High**
Benchmark MA.CR NL.2	Benchmark MA.CR NM.2	Benchmark MA.CR NH.2
I can recognize and explore some **elements and principles** in media arts.	I can combine **elements and principles** of media arts to make media artwork.	I can communicate **meaning** in my work by selecting and arranging **elements and principles** of media arts.

Indicator MA.CR NL.2.1	Indicator MA.CR NM.2.1	Indicator MA.CR NH.2.1
I can recognize some **elements or principles** of media arts to communicate an idea.	I can combine **elements and principles** of media arts using multiple media techniques.	I can change the **meaning** of a media artwork using different **elements or principles**.
Sample Learning Targets • I can identify when the music changes mood in a film. • I can explore different music choices for a video. • I can explore how different fonts are used on magazine covers. • I can ...	***Sample Learning Targets*** • I can use sound and moving images to tell a story. • I can use lighting and **contrast** in a photo to convey mood. • I can...	***Sample Learning Targets*** • I can change the font and color on a magazine cover to create emphasis. • I can change the speed and camera angle of an animation. • I can...

Artistic Processes: Presenting- *I can share artistic ideas and work.*		
Anchor Standard 3: ***I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark MA.P NL.3	Benchmark MA.P NM.3	Benchmark MA.P NH.3
I can identify media artworks as communication.	I can explain ways media artworks are presented.	I can consider audience response when discussing how media arts works are presented.

Indicator MA.P NL.3.1	Indicator MA.P NM.3.1	Indicator MA.P NH.3.1
I can present a media artwork to an audience.	I can identify venues appropriate for still and moving images in media artworks.	I can examine how audience response varies depending on how media artwork is presented.
Sample Learning Targets • I can present photography as a media artwork. • I can present film as moving pictures to create **meaning**. • I can present posters and brochures as advertisements. • I can...	***Sample Learning Targets*** • I can name places to show my work. • I can identify where a still image is more appropriate to use than a moving image. • I can identify two places to post a video. • I can…	***Sample Learning Targets*** • I can identify how children respond differently to a cereal commercial than adults. • I can identify how a movie trailer and a movie poster target audience for different purposes. • I can examine how different ages of people chose different formats to view media. • I can...

Artistic Processes: Responding- *I can interpret (read) and evaluate how media is represented and conveys meaning.*		
Anchor Standard 4: ***I can describe, analyze, and evaluate the meaning of my work and the work of others.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark MA.R NL.4	Benchmark MA.R NM.4	Benchmark MA.R NH.4
I can explore message and purpose in my media artworks and the work of others.	I can identify some messages and purposes in media artworks.	I can identify the messages and purposes, in my media artworks and the work of others.

Indicator MA.R NL.4.1	Indicator MA.R NM.4.1	Indicator MA.R NH.4.1
I can describe parts of a media artwork.	I can identify how media artworks are put together.	I can identify the subject, **composition**, and **media arts elements and principles** for a variety of media artworks.
Sample Learning Targets • I can identify a type of media artwork (video, podcast, animation, etc.) • I can name the subject in a photograph. • I can identify color, size, font, and space choices in a media artwork. • I can...	***Sample Learning Targets*** • I can name color as an element of a media artwork. • I can tell that a photograph only shows value, as an element of art, because it is black and white. • I can define an element and a principle of media art in a short film or advertisement. • I can…	***Sample Learning Targets*** • I can describe how different camera angles are used in a film. • I can describe the rule of thirds and how it is used in more than one media art form. • I can recognize how lighting is used to change the mood or intent of the film. • I can recognize how costume choices are used to convey meaning. • I can...

Indicator MA.R NL.4.2	Indicator MA.R NM.4.2	Indicator MA.R NH.4.2
I can name a message in media artworks.	I can describe my thoughts about messages in media artworks.	I can identify ideas, issues, and/or experiences presented in the messages of media artworks.
Sample Learning Targets • I can identify a message in a commercial. • I can identify the message in a print advertisement. • I can identify the plot in a movie. • I can…	***Sample Learning Targets*** • I can tell my thoughts about the message in a movie, video, etc. • I can explain for whom a media artwork message was created. • I can...	***Sample Learning Targets*** • I can explain my thoughts about the ideas, issues and experiences shown on a TV episode and movie. • I can explain my thoughts about ideas, issues and experiences shown in an advertisement and photograph. • I can explain my thoughts about the effectiveness of an advertisement or film. • I can…

Indicator MA.R NL.4.3	Indicator MA.R NM.4.3	Indicator MA.R NH.4.3
I can name a purpose of some media artworks.	I can identify the purpose of a media artwork.	I can identify the purpose and audience of a media artwork.
Sample Learning Targets • I can predict the message of a media artwork based on an image. • • I can identify the choices made by a choreographer in music video. • I can explain the choices made by a filmmaker when making a movie. • I can...	***Sample Learning Targets*** • I can describe the preferences of an artist that makes a video blog. • I can describe the preferences of a radio broadcaster. • I can identify how a filmmaker uses light, sound, costume, and setting to convey a purpose. • I can…	***Sample Learning Targets*** • I can explain why different age groups may respond differently to an internet meme. • I can explain how different age groups may respond differently to a movie or TV show. • I can explain how people from different backgrounds would react to a video game. • I can...

Indicator MA.R NL.4.4	Indicator MA.R NM.4.4	Indicator MA.R NH.4.4
I can make a statement about my media artwork.	I can describe my media artwork.	I can recognize an **element and/or principle** of media art in my work.
Sample Learning Targets • I can name the subject of my media artwork. • I can name the setting of my media artwork. • I can write a title for my work. • I can...	***Sample Learning Targets*** • I can explain what inspired me to make my artwork. • I can explain how I made my media artwork. • I can...	***Sample Learning Targets*** • I can explain some compositional elements in my media artwork. • I can explain how setting, color, lighting, etc., are used in my work. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 5: ***I can examine the role of media arts through history and cultures.***

Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark MA.C NL.5	Benchmark MA.C NM.5	Benchmark MA.C NH.5
I can explore ideas that connect media arts to different cultures and time periods.	I can recognize some examples of media arts found in different cultures and time periods.	I can identify media arts used for different purposes in various cultures and time periods.

Indicator MA.C NL.5.1	Indicator MA.C NM.5.1	Indicator MA.C NH.5.1
I can recognize ideas that connect media arts to history, cultures, and the world.	I can relate to ideas that connect media arts to history, cultures, and the world.	I can show how ideas connect media arts to history, cultures, and the world.
Sample Learning Targets • I can watch a commercial and recognize that cultures are different based on clothing, language or environment. • I can choose a book that shows differences in cultures and/or time periods. • I can...	***Sample Learning Targets*** • I discuss ideas that connect to different cultures other than my own by watching a video, newsbyte, or commercial. • I can discuss ideas that connect to my classmates from different cultures after viewing current news reports. • I can make an infographic about different cultures and historical figures. • I can...	***Sample Learning Targets*** • I can write about the connections to another culture when looking at a media artwork. • I can present a film that connects to my family history. • I can...

Anchor Standard 6: ***I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark MA.C NL.6	Benchmark MA.C NM.6	Benchmark MA.C NH.6
I can explore media arts concepts among other arts disciplines, content areas, and related careers.	I can recognize a media arts concept among other arts disciplines, content areas, and related careers.	I can apply media arts concepts among other arts disciplines, content areas, and related careers.

Indicator MA.C NL.6.1	Indicator MA.C NM.6.1	Indicator MA.C NH.6.1
I can identify a relationship between media arts and another subject in my school.	I can demonstrate a relationship between media arts and another subject in my school.	I can demonstrate and describe the relationship between media arts and a concept from another subject in my school.
Sample Learning Targets • I can gather an example and show how a media art and a fine art can be the same, or similar. • I can find ways that line can be shown in visual art, dance, and media art. • I can name another discipline used in a video or picture conveying a message to an audience. • I can...	***Sample Learning Targets*** • I can show and describe the relationship between a media art and fine art in a media presentation. • I can look at three commercials and tell what other areas are connected within the commercial such as E*TRADE's baby, Doritos and Clorox. • I can…	***Sample Learning Targets*** • I can show how ideas connect media arts and fine arts by creating a media presentation. (Portraits) • I can show how ideas connect line in visual art, dance, and media art. • I can make a picture, advertisement or short video that uses another discipline. • I can...

Indicator MA.C NL.6.2	Indicator MA.C NM.6.2	Indicator MA.C NH.6.2
I can identify different types of media arts that interest me.	I can identify and demonstrate the skills used to make a media artwork that interests me.	I can describe specific careers in media arts.
Sample Learning Targets • I can identify the media I use at home or school. • I can identify the media I use for different purposes. • I can...	***Sample Learning Targets*** • I can name the skills used to make a magazine layout. • I can name the skills used to make a music video. • I can name the skill used to make a commercial or video game. • I can name the skills used to create a podcast. • I can...	***Sample Learning Targets*** • I can document the purpose of a director on a film. • I can research roles in video game and music video production. • I can research the role of a sound engineer. • I can review movie credits to see all the careers needed to make a movie. • I can...
Anchor Standard 7: ***I can practice digital citizenship in researching and creating art.***		
Novice Low	**Novice Mid**	**Novice High**
Benchmark MA.C NL.7	Benchmark MA.C NM.7	Benchmark MA.C NH.7
I can imitate **digital citizenship** when I am online.	I can identify **digital citizenship** when I am online.	I can show **digital citizenship** when I am online.

Indicator MA.C NL.7.1 Internet Safety	Indicator MA.C NM.7.1 Internet Safety	Indicator MA.C NH.7.1 Internet Safety
I can explore the internet safely and responsibly when logging on to my device.	I can identify several safe ways to search topics on the internet.	I can share with others how to safely search for information on the internet.
Sample Learning Targets • I can know where to find my password. • I can log in to my electronic device. • I can follow acceptable use policies at my school, home, or in public. • I can...	***Sample Learning Targets*** • I can remember my password, log onto a computer and use a computer application with my student account. • I can create a bookmark for a website on my browser. • I can download an approved application. • I can...	***Sample Learning Targets*** • I can share with others how to safely log in to my computer and protect my login in and personal information. • I can share a document safely and responsibly on the internet within a group of my peers. • I can...

Indicator MA.C NL.7.2 Digital Footprint Privacy	Indicator MA.C NM.7.2 Digital Footprint Privacy	Indicator MA.C NH.7.2 Digital Footprint Privacy
I can explore how to post safely on the internet.	I can identify several safe online platforms to post on the internet.	I can share various ways to post safely on the internet
Sample Learning Targets • I can give examples of positive ways to post thoughts and ideas on the internet. • I can post images while protecting my identity and the identity of others. • I can...	***Sample Learning Targets*** • I can explore what information is appropriate to post online. • I can follow acceptable use policies for posting online. • I can...	***Sample Learning Targets*** • I can share visual examples of good ways to post on the internet. • I can...

Indicator MA.C NL.7.3 Copyright	Indicator MA.C NM.7.3 Copyright	Indicator MA.C NH.7.3 Copyright
I can identify that a media artwork has an owner.	I can find the owner of a media artwork on the internet.	I can credit the owner of media artwork on the internet when I intend to use it.
Sample Learning Targets • I can recognize a watermark. • I can recognize the credits on a film. • I can safely search for soundbites to use in my media artwork. • I can safely search for photographs taken by a famous photographer on the internet. • I can...	***Sample Learning Targets*** • I can locate the watermark on a photograph. I can use correct spelling and vocabulary it search topics. • I can identify safe search engines and databases. • I can locate the credits for a video on a website. • I can find headers and footers to check facts on a website. • I can...	***Sample Learning Targets*** • I can tag a photo with the owner. • I can create credits when making an iMovie trailer. • I can help a peer safely find a video on the internet. • I can work with other to search for information on a group project. • I can...

Intermediate Media Arts Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*		
Anchor Standard 1: ***I can use past, current, and emerging technology tools, procedures and processes to create a variety of media artworks in a safe and responsible manner*****.**		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark MA.CR IL.1	Benchmark MA.CR IM.1	Benchmark MA.CR IH.1
I can explain and use a technology tool, procedure and process to convey **meaning** in media artwork.	I can explain and use multiple technology tools, procedures and processes to convey **meaning** in media artwork.	I can apply the most appropriate technology tool, procedure and process to convey a message to make a media artwork.

Indicator MA.CR IL.1.1	Indicator MA.CR IM.1.1	Indicator MA.CR IH.1.1
I can explain and safely use a technology tool to convey **meaning** in media arts	I can explain and safely use multiple technology tools to convey **meaning** in media arts.	I can choose some appropriate technology tools to convey a message while making a media artwork in a safe and responsible manner.
Sample Learning Targets • I can make a media artwork about my family history. • I can document a day in my life. • I can...	***Sample Learning Targets*** • I can make a media artwork about my family history with interviews incorporated from family members. • I can document a day in my life and focusing on a specific theme that tells a story. • I can...	***Sample Learning Targets*** • I can edit a photograph to illustrate a stance on a political issue. • I can select Gifs that animate my positions on politics. • I can...

Indicator MA.CR IL.1.2	Indicator MA.CR IM.1.2	Indicator MA.CR IH.1.2
I can explain the steps of a technology procedure and process to convey **meaning** in media arts.	I can explain the steps of multiple technology procedures and processes to convey **meaning** in media arts.	I can choose the appropriate technology procedure to convey a message while making a media artwork.
Sample Learning Targets • I can create a vlog about a social issue that demonstrates that I know how to shoot a video with sound. • I can make a short interview about admirable character traits to demonstrate POV and sound. • I can...	***Sample Learning Targets*** • I can take a self-portrait photograph to convey personal **meaning**. • I can record my voice to make a vlog and tell a story about a personal experience. • I can...	***Sample Learning Targets*** • I can create a PSA choosing the best tools and process to help my school. • I can make a voice over to use for daily announcements. • I can combine music and sound to add under still pictures. • I can...

Anchor Standard 2: ***I can organize, improve, and complete artistic work using media arts elements and principles.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark MA.CR IL.2	Benchmark MA.CR IM.2	Benchmark MA.CR IH.2
I can apply **elements and principles** of media arts to revise my work.	I can analyze and apply the **elements and principles** of media arts as a response to an artistic problem.	I can analyze my media artwork through a critique and refine my work based on given criteria.
Indicator MA.CR IL.2.1	Indicator MA.CR IM.2.1	Indicator MA.CR IH.2.1
I can identify improvements needed in my media artwork and explore strategies to strengthen the intended **meaning**.	I can explain how multiple **elements or principles** of media arts are used to convey **meaning** in media artworks.	I can participate in a formal critique to revise my artwork.
Sample Learning Targets • I can explain how lighting can change a photograph's mood. • I can explain why point of view is important when making a film. • I can...	***Sample Learning Targets*** • I can explain how background music and the speaker's **tone** of voice can affect **meaning** in a podcast. • I can explain how editing and pacing can change the rhythm of a commercial. • I can...	***Sample Learning Targets*** • I can make and post a video blog on my process of making my film for others. • I can describe and make suggestions about a media artwork free of personal judgment based on the elements and principles of media arts. • I can…

Artistic Processes: Presenting- *I can share artistic ideas and work.*		
Anchor Standard 3: ***I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark MA.P IL.3	Benchmark MA.P IM.3	Benchmark MA.P IH.3
I can identify a target audience for presentation of my media artwork.	I can identify and choose multiple formats used in presenting media artworks for a target audience.	I can compare presentation formats for different media artworks and its intended audience.
Indicator MA.P IL.3.1	Indicator MA.P IM.3.1	Indicator MA.P IH.3.1
I can identify multiple ways to share my work through different media outlets.	I can choose proper format for my media artwork.	I can choose the most effective media format for a select audience.
Sample Learning Targets • I can post a photograph on social media. • I can upload my story as a podcast. • I can upload a video to YouTube. • I can...	***Sample Learning Targets*** • I can reduce the file size of a video for better streaming. • I can change the resolution of my photograph for better printing. • I can change the resolution of a film to be projected for a large screen. • I can...	***Sample Learning Targets*** • I can choose whether to upload my film to YouTube or Vimeo for impact. • • I can decide whether I want to post my filers digitally or printed for distribution. • I can...

Artistic Processes: Responding- *I can interpret (read) and evaluate how media is represented and conveys meaning.*		
Anchor Standard 4: ***I can describe, analyze, and evaluate the meaning of my work and the work of others.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark MA.R IL.4	Benchmark MA.R IM.4	Benchmark MA.R IH.4
I can explain the messages and purposes in media artworks.	I can analyze and describe reactions and interpretations of messages and purposes in a variety of media artworks.	I can investigate personal and group intentions about messages and purposes in media artworks.
Indicator MA.R IL.4.1	Indicator MA.R IM.4.1	Indicator MA.R IH.4.1
I can explain how to use the **elements and principles** of media art to compose a media artwork.	I can show the similarities and differences in how media artworks are organized by the **elements and principles**.	I can rephrase ways in which varieties of media artworks organize criteria.
Sample Learning Targets • I can explain how separate things such as framing and angles can change the film. • I can...	***Sample Learning Targets*** • I can see how film and video can be similar in terms of image style but very different when it comes to file size. • I can…	***Sample Learning Targets*** • I can look at a propaganda poster and remix that using a new subject. • I can…

Indicator MA.R IL.4.2	Indicator MA.R IM.4.2	Indicator MA.R IH.4.2
I can explain the techniques used in different media artworks that reflect varying messages and points of view.	I can investigate increasingly complex messages in media artworks.	I can explore the language, **tone**, and point of view used in media texts to influence **meaning** and interpretation of messages.
Sample Learning Targets • I can relate how camera angles are connected to the perception of the message in a film. • I can identify various artistic techniques that are used in advertising to convey a specific message for a specific group of people. • I can describe the main target audience of a movie, or television show, based on the message. • I can…	***Sample Learning Targets*** • I can share what a director's point of view and message is in a film. • I can explain the difference in target audience of a viral video and a full length feature film. • I can explain the different target audience of a meme and an ad campaign. • I can…	***Sample Learning Targets*** • I can analyze how point of view can influence the audience of a news story. • I can analyze how a director's personal beliefs can influence their final product in a documentary. • I can explain how personal views can influence an audience member's reaction to a commercial. • I can...

Indicator MA.R IL.4.3	Indicator MA.R IM.4.3	Indicator MA.R IH.4.3
I can explain that different media can produce artworks that have the same purpose.	I can investigate increasingly complex techniques that artists use to convey purpose in media artwork.	I can find and interpret data to explore multiple differences in the purpose of media artwork.
Sample Learning Targets • I can identify the way color is used in print media. • I can identify how text size and placement on magazine covers can sway my opinion. • I can...	***Sample Learning Targets*** • I can identify various lighting techniques in a work of media art and how those techniques influence the audience reaction. • I can identify various sound techniques in a work of media art and explain why they were used. • I can see advertisements are changed depending on the target audience's location. • I can…	***Sample Learning Targets*** • I can examine how an artist's choice of music in a short film. can influence the audience. • I can examine how the use of a particular color on a meme can influence an audience. • I can...

Indicator MA.R IL.4.4	Indicator MA.R IM.4.4	Indicator MA.R IH.4.4
I can describe multiple **elements and principles** of media art in my work.	I can identify **elements and principles** of media arts in artist statements.	I can develop an artist's statement that describes media arts criteria and **intent** of my work.
Sample Learning Targets • I can write an artist statement that describes and interprets and element or principle of art. • I can write an artist statement that describes how color is used in my media artwork. • I can write an artist statement that describes how line creates movement in my media artwork. • I can..	***Sample Learning Targets*** • I can create a blog that describes, interprets and analyzes my artwork. • I can talk about an artist statement that describes how quadrants are used to create emotions in my media artwork. • I can talk about an artist statement that describes how angles are used in my media artwork. • I can...	***Sample Learning Targets*** • I can journal daily about my process and purpose of creating artwork in class. • I can create a blog that describes, interprets and analyzes my artwork. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 5: *I can examine the role of media arts through history and cultures.*

Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark MA.C IL.5	Benchmark MA.C IM.5	Benchmark MA.C IH.5
I can analyze a variety of media artworks from different cultures and time periods.	I can describe why different media artworks are used for different purposes in various cultures and time periods.	I can analyze similarities and differences in media artworks among different cultures and time periods.

Indicator MA.C IL.5.1	Indicator MA.C IM.5.1	Indicator MA.C IH.5.1
I can explain how ideas connect media arts to history, cultures and the world.	I can **compare and contrast** how to connect media arts ideas to history, cultures and the world.	I can interpret how media arts ideas connect to history, cultures, and the world.
Sample Learning Targets • I can watch a commercial and talk about how advertisements from different parts of the world look. • I can watch a music video and discuss how dancing styles change for different cultures. • I can...	***Sample Learning Targets*** • I can discuss how different advertisements from different parts of the world look. • I can compare and contrast the clothing in music videos from around the world. • I can...	***Sample Learning Targets*** • I can watch 3 different Coca Cola commercials and make connections to other cultures and global advertising. • I can look at a video of or go to Disney World and talk about the impact the ride "It's a Small World" has as a means of teaching me more about culture. • I can...

Anchor Standard 6: ***I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark MA.C IL.6	Benchmark MA.C IM.6	Benchmark MA.C IH.6
I can explore a range of media arts skills shared among other arts disciplines, content areas, and careers.	I can recognize specific media arts skills shared among other arts disciplines, content areas, and careers.	I can analyze media arts tools, concepts, and materials used among other arts disciplines content areas, and careers.

Indicator MA.C IL.6.1	Indicator MA.C IM.6.1	Indicator MA.C IH.6.1
I can apply media arts concepts to other arts disciplines and content areas.	I can examine the relationship between media arts and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my media artwork.
Sample Learning Targets • I can explain how ideas connect media arts and fine arts by creating a media presentation. • I can explain how line connects media arts to visual art and dance. • I can talk about symbolism used in English that is seen in print ads or websites to get a message across to a target audience. • I can...	***Sample Learning Targets*** • I can compare and **contrast** a media art with a fine art to discover the similarities and differences between the two. • I can take a painting and create a media artwork that represents the idea conveyed in the painting. i.e. "Off the and onto the stage." • I can look through magazine and cut out print ads that contain elements of math and English. • I can...	***Sample Learning Targets*** • I can interpret how the idea of line is used in painting and photography. • I can interpret the use of line and **movement** in dance and photography to find similarities to create a short film. • I can make connections to mathematics and science using video games to enhance the playability of the game. • I can...

Indicator MA.C IL.6.2	Indicator MA.C IM.6.2	Indicator MA.C IH.6.2
I can demonstrate and describe the skills needed for careers in media arts.	I can identify specific skills required for various careers in media arts.	I can research topics about careers in media arts that interest me.
Sample Learning Targets • I can define careers needed when making my media artwork. • I can describe the skills needed to be a cinematographer. • I can...	***Sample Learning Targets*** • I can discuss and assign a variety of jobs and responsibilities needed when making a comic book (ie. illustrator, colorists, inker, etc.). • I can identify the differences in skills needed for broadcast journalism and photojournalism. • I can...	***Sample Learning Targets*** • I can research and write what my job responsibilities and title is in making an infomercial and explain my contributions to the work. • I can research and write what skills I would need to work as a radio announcer. • I can...
Anchor Standard 7: ***I can practice digital citizenship in researching and creating art.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark MA.C IL.7	Benchmark MA.C IM.7	Benchmark MA.C IH.7
I can model and explain aspects of **digital citizenship** when I am online.	I can describe different aspects of **digital citizenship** when I am online.	I can interpret different aspects of **digital citizenship** when I am online.

Indicator MA.C IL.7.1 Internet Safety	Indicator MA.C IM.7.1 Internet Safety	Indicator MA.C IH.7.1 Internet Safety
I can explain and demonstrate several safe and reliable ways to search for accurate information on the internet.	I can collaborate with other students in various safe and reliable ways to search for information on the internet.	I can identify predictable situation when using the internet.
Sample Learning Targets • I can create a presentation that explains how to keep my password information secure. • I can use my personal secure information to create an account on an educational website. • I can...	***Sample Learning Targets*** • I can safely and responsibly work with others online to create list of **rules** and steps on how to protect my personal information. • I can identify ways to manage my online information, safety, and collaborate with other students on the internet in a safe and responsible way. • I can identify predictable situations that might arise when I am searching for information on the internet. • I can...	***Sample Learning Targets*** • . I can identify spam e-mail and delete it from my account. • I can recognize and report cyber bullying in an online chatroom. • I can...

Indicator MA.C IL.7.2 Digital Footprint Privacy	Indicator MA.C IM.7.2 Digital Footprint Privacy	Indicator MA.C IH.7.2 Digital Footprint Privacy
I can explain and model how to post safely on the internet.	I can analyze various ways to post safely on the internet.	I can investigate several ways that information on the internet is not safe or responsible and ways to respond to these problems.
Sample Learning Targets • I can create a presentation that shows how to post safely on the internet. • I can describe procedures to protect my identity and the identity of others. • I can...	***Sample Learning Targets*** • I can compare and **contrast** different ways for students to post on the internet and how to post in a constructive way. • I can describe multiple ways I can have an online presence. • I can...	***Sample Learning Targets*** • I can show examples of why it is important to post positive and constructive comments on social media. • I can...

Indicator MA.C IL.7.3 Copyright	Indicator MA.C IM.7.3 Copyright	Indicator MA.C IH.7.3 Copyright
I can explain and model the use of media artwork that is owned by another artist, and can demonstrate my responsibilities and rights when using the work for educational purposes.	I can identify media artwork that is owned by another artist, and can demonstrate my responsibilities and rights when using the work for educational or personal purposes.	I can handle unexpected situations with **copyright** and fair use **rules** as it applies to my artwork, performance, or presentation.
Sample Learning Targets • I can create a poster about the **copyright** laws as they apply to photography. • I can explain and demonstrate several ways to search for a particular media form on the internet. • I can...	***Sample Learning Targets*** • I can report how to attribute **copyright** to an artist in a media presentation. • I can **compare and contrast** primary, secondary and tertiary sources of information to decide which one best fits the needs of my media project. • I can...	***Sample Learning Targets*** • I can explain that as a creator of an original piece of art I can: make copies of my work, distribute copies of my work, or perform/display my work publicly, or make derivative works. • I can make a PSA presentation that demonstrates what to do when a problem arises when searching for information on the internet. • I can...

Advanced Media Arts Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*		
Anchor Standard 1: ***I can use past, current and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark MA.CR AL.1	Benchmark MA.CR AM.1	Benchmark MA.CR AH.1
I can apply some effective technology tools, procedures and processes to convey a message to make a variety of media artworks.	I can manipulate multiple technology tools, procedures and processes to convey messages to make a variety of media artworks in the most effective way.	I can use and justify the most effective technology tools, procedures and processes to make a variety of still, moving, and/or digital audio images to convey **meaning** using personal voice.

Indicator MA.CR AL.1.1	Indicator MA.CR AM.1.1	Indicator MA.CR AH.1.1
I can choose multiple effective technology tools to convey a message while making a variety of media artworks in a safe and responsible manner.	I can manipulate multiple technology tools to convey messages to make a variety of media artworks in the most effective way in a safe and responsible manner.	I can justify the most effective technology tools to make a variety of media artworks that convey **meaning** using personal voice in a safe and responsible manner.
Sample Learning Targets • I can make a media artwork about my family history. • I can document a day in my life. • I can...	***Sample Learning Targets*** • I can make a media artwork about my family history with interviews incorporated from family members. • I can document a day in my life and focusing on a specific theme that tells a story. • I can...	***Sample Learning Targets*** • I can edit a photograph to illustrate a stance on a political issue. • I can create a moving film collage to demonstrate a timeline. • I can...

Indicator MA.CR AL.1.2	Indicator MA.CR AM.1.2	Indicator MA.CR AH.1.2
I can choose some effective technology procedures and processes to convey a message while making a variety of media artworks.	I can manipulate multiple technology procedures and processes to convey messages to make a variety of media artworks in the most effective way.	I can justify the most effective technology procedures and processes to make a variety of media artworks that convey **meaning** using personal voice.
Sample Learning Targets • I can create a vlog about a social issue that demonstrates that I know how to shoot a video with sound. • I can make a short interview about admirable character traits to demonstrate POV and sound. • I can...	***Sample Learning Targets*** • I can take a self-portrait photograph to convey personal **meaning**. • I can record my voice to make a vlog and tell a story about a personal experience. • I can...	***Sample Learning Targets*** • I can create a PSA choosing the best tools and process to help my school. • I can make a voice over to use for daily announcements. • I can combine music and sound to add under still pictures. • I can...

Anchor Standard 2: ***I can organize, improve, and complete artistic work using media arts elements and principles.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark MA.CR AL.2	Benchmark MA.CR AM.2	Benchmark MA.CR AH.2
I can create, refine, and communicate ideas based on the **elements and principles** of media arts to complete a variety of media artworks.	I can document and justify the planning and development of a media artwork from the inception of the idea to completion.	I can create a body of work in a variety of media art forms that explore personal themes, ideas, or concepts.

Indicator MA.CR AL.2.1	Indicator MA.CR AM.2.1	Indicator MA.CR AH.2.1
I can apply organizational strategies that communicate a personal **meaning**, theme, idea, or concept.	I can create a process folio to document the planning of a media artwork.	I can explain and defend the choices I made to communicate my artistic ideas across multiple media artworks. .
Sample Learning Targets • I can explain how lighting can change a photograph's mood. • I can explain why point of view is important when making a film. • I can...	***Sample Learning Targets*** • I can explain how background music and the speaker's **tone** of voice can affect **meaning** in a podcast. • I can explain how editing and pacing can change the rhythm of a commercial. • I can...	***Sample Learning Targets*** • I can make and post a video blog on my process of making my film for others. • I can describe and make suggestions about a media artwork free of personal judgment based on the elements and principles of media arts. • I can…

Artistic Processes: Presenting- *I can share artistic ideas and work.*		
Anchor Standard 3: I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark MA.P AL.3	Benchmark MA.P AM.3	Benchmark MA.P AH.3
I can present media artworks considering combinations of formats and target audience.	I can analyze and interpret the effectiveness of a media arts presentation for an intended audience.	I can promote and present media artworks for intentional impacts through a variety of **contexts** such as markets and venues.

Indicator MA.P AL.3.1	Indicator MA.P AM.3.1	Indicator MA.P AH.3.1
I can select my intended audience and choose multiple media formats to get the most views.	I can evaluate the effectiveness of virtual and physical presentations of a media artwork.	I can create a media plan (funding, distribution, and viewing) to promote my media artwork.
Sample Learning Targets • I can post a photograph on social media. • I can upload my story as a podcast. • I can upload a video to YouTube. • I can...	***Sample Learning Targets*** • I can reduce the file size of a video for better streaming. • I can change the resolution of my photograph for better printing. • I can change the resolution of a film to be projected for a large screen. • I can...	***Sample Learning Targets*** • I can choose whether to upload my film to YouTube or Vimeo for impact. • I can decide whether I want to post my filers digitally or printed for distribution. • I can...

Artistic Processes: Responding- *I can interpret (read) and evaluate how media is represented and conveys meaning.*		
Anchor Standard 4: ***I can describe, analyze, and evaluate the meaning of my work and the work of others.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark MA.R AL.4	Benchmark MA.R AM.4	Benchmark MA.R AH.4
I can discuss and analyze the message and purpose in a variety of media artworks.	I can analyze the message and **intent** of a variety of media artworks.	I can justify the message, **intent** and impacts of diverse media artworks, considering complex factors of **context** and bias.

Indicator MA.R AL.4.1	Indicator MA.R AM.4.1	Indicator MA.R AH.4.1
I can analyze the organization of the **elements and principals** of media artworks.	I can critique how the **composition** characteristics in multiple media artworks work together.	I can justify the organizational choices made by media artist.
Sample Learning Targets • I can explain how separate things such as framing and angles can change the film. • I can explain how color theory themes can change the emotion in a film. • I can...	***Sample Learning Targets*** • I can see how film and video can be similar in terms of image style but very different when it comes to file size. • I can see how film and video can be similar in terms of image style but very different when it comes to point of view. • I can compare a infomercial's use of color to the color in a printed advertising image. • I can…	***Sample Learning Targets*** • I can look at a propaganda poster and remix that using a new subject. • I can create a series of podcast that follow a similar format and style. • I can…

Indicator MA.R AL.4.2	Indicator MA.R AM.4.2	Indicator MA.R AH.4.2
I can analyze the effectiveness of a presentation and treatment of messages in media artwork.	I can interpret the qualities of and relationships between the **components**, style, and message communicated by media artworks and artists.	I can justify my interpretation of language, **tone**, and point of view of the message in a media artwork.
Sample Learning Targets • I can relate how camera angles are connected to the perception of the message in a film. • I can identify various artistic techniques that are used in advertising to convey a specific message for a specific group of people. • I can describe the main target audience of a movie, or television show, based on the message. • I can…	***Sample Learning Targets*** • I can share what a director's point of view and message is in a film. • I can explain the difference in target audience of a viral video and a full length feature film. • I can explain the different target audience of a meme and an ad campaign. • I can…	***Sample Learning Targets*** • I can analyze how point of view can influence the audience of a news story. • I can analyze how a director's personal beliefs can influence their final product in a documentary. • I can explain how personal views can influence an audience member's reaction to a commercial. • I can...

Indicator MA.R AL.4.3	Indicator MA.R AM.4.3	Indicator MA.R AH.4.3
I can analyze formal and informal situations, the effectiveness of presentation, and treatment of media to convey the purpose.	I can analyze and interpret the qualities of relationships between the components, style, message, and how they relate to the purpose.	I can justify my interpretation and explanation of the purpose of multiple media artworks.
Sample Learning Targets • I can identify the way color is used in print media. • I can identify how text size and placement on magazine covers can sway my opinion. • I can...	***Sample Learning Targets*** • I can identify various lighting techniques in a work of media art and how those techniques influence the audience reaction. • I can identify various sound techniques in a work of media art and explain why they were used. • I can see advertisements are changed depending on the target audience's location. • I can…	***Sample Learning Targets*** • I can examine how an artist's choice of music in a short film can influence the audience. • I can examine how the use of a particular color on a meme can influence an audience. • I can...

Indicator MA.R AL.4.4	Indicator MA.R AM.4.4	Indicator MA.R AH.4.4
I can develop an artist's statement that merges personal influences with **intent** and media arts criteria for my work.	I can develop an artist's statement that identifies common themes in personal influences, **intent** and media arts criteria for work.	I can justify my choices of criteria, cultural influences, personal experiences, to create my own voice in my artist statement.
Sample Learning Targets • I can write an artist statement that describes and interprets personal choices when using of lighting angles and shadows in a video game. • I can write an artist statement that describes and interprets the use emphasis in costumes designs to express intent for a dance video. • I can…	***Sample Learning Targets*** • I can create a blog that describes, common themes in a series of films on school culture. • I can write an artist statement about specific intent used in a radio announcement on religious views. • I can…	***Sample Learning Targets*** • I can validate my choices through an artist statement on expressing my personal voice on making a film about persons' with disabilities. • I can defend my cultural influences in an artist statement for a contest for International Day. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 5: ***I can examine the role of media arts through history and cultures.***

Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark MA.C AL.5	Benchmark MA.C AM.5	Benchmark MA.C AH.5
I can examine past media arts works to determine their influence on media today.	I can explain the influence of past media arts works throughout different time periods and how that reflects on media today.	I can evaluate media arts works from the past and apply the most effective ones to my work and the work of others.

Indicator MA.C AL.5.1	Indicator MA.C AM.5.1	Indicator MA.C AH.5.1
I can participate in formal and informal situations relating to how a media art connects to history, cultures and the world.	I can examine the relationship between media arts, history, cultures, and the world.	I can justify the relationship between media arts, history, cultures, and the world.
Sample Learning Targets • I can make a short documentary on an African Drumming group that relates native music to our country. • I can make a propaganda poster that focuses on human rights and its changes throughout history. • I can...	***Sample Learning Targets*** • I can make digital print advertisements based on a series of provided samples from the past, and use to define how different cultures will respond to the ads. • I can create an animation short reflecting cultures from another country through environment and action. • I can...	***Sample Learning Targets*** • I can make a short film project based on a cultural theme identified by the student. Students create three advertisements, then present these three "ads" to the class and describe and explain their connections. • I can make a presentation that connects similar and different international policies during different presidencies. • I can...

Anchor Standard 6: ***I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark MA.C AL.6	Benchmark MA.C AM.6	Benchmark MA.C AH.6
I can apply media arts concepts to other arts disciplines and content areas to prepare me for a career.	I can research aspects of media arts careers to influence my career path.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.
Indicator MA.C AL.6.1	Indicator MA.C AM.6.1	Indicator MA.C AH.6.1
I can explain ideas from other arts disciplines and content areas through media arts.	I can explain how economic conditions, cultural values, and location influence media arts and the need for related careers.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a media artist.
Sample Learning Targets • I can make a video project using dance themes from painter Jonathan Green. • I can make a video project that demonstrates how lines are similar in media arts, visual arts, and dance. • I can...	***Sample Learning Targets*** • I can make a video of a music (band, orchestra, choral) concert using more than one camera and editing to produce one work to be shared with the school and community. • I can make a video of dance using the elements of earth, air, fire and water.	***Sample Learning Targets*** • I can make an interdisciplinary project that to present to an organization in the community or within the school. • I can make a short film that reflects similarities and differences between media arts and other disciplines with regard to fundamental concepts. I can…

Indicator MA.C AL.6.2	Indicator MA.C AM.6.2	Indicator MA.C AH.6.2
I can identify the skills, training, and education necessary to pursue a career in media arts that interests me.	I can pursue opportunities that will lead me to a career in media arts.	I can demonstrate skills necessary for a career in media arts.
Sample Learning Targets • I can serve in a variety of roles such as director, camera operator, editor, sound engineer, **teleprompter** and gaffer when making a short film to explore various roles and skills related to filmmaking. • I can use my portfolio of work to identify skills that I am interested in pursuing as career. • I can…	***Sample Learning Targets*** • I can research classes and workshops needed to develop specific media arts techniques and skills. • I can participate in media arts opportunities in my community. • I can...	***Sample Learning Targets*** • I can take on an internship in the community in a media arts career capacity. • I can get an entry-level part time job working in different media fields, such as a color flatter for the comic industry. • I can...

Anchor Standard 7: ***I can practice digital citizenship in researching and creating art.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark MA.C AL.7	Benchmark MA.C AM.7	Benchmark MA.C AH.7
I can participate in formal and informal situations to discuss and demonstrate **digital citizenship** when I am online.	I can analyze and identify the appropriate **digital citizenship** strategy to use when I am online.	I can justify my choice of **digital citizenship** strategy to use when I am online.
Indicator MA.C AL.7.1 Internet Safety	Indicator MA.C AM.7.1 Internet Safety	Indicator MA.C AH.7.1 Internet Safety
I can participate in formal and informal situations when collaborating with others and can model appropriate and positive **netiquette**.	I can analyze various ways to use **digital citizenship** to collaborate with the world in an appropriate and positive way.	I can compile a selection of information that is found on the internet and how helps me justify my own voice as an artist.
Sample Learning Targets • I can discuss and critique internet **safety** and model how to use it in a safe and responsible manner online. • I can...	***Sample Learning Targets*** • I can devise an internet **safety** plan for other students to follow when they are online in school. • I can...	***Sample Learning Targets*** • I can interact with my peers in an online critique of an artwork, and justify my constructive criticism. • I can...

Indicator MA.C AL.7.2 Digital Footprint Privacy	Indicator MA.C AM.7.2 Digital Footprint Privacy	Indicator MA.C AH.7.2 Digital Footprint Privacy
I can participate in formal and informal situations when collaborating with others to post safely on the internet.	I can investigate various ways to post safely on the internet and know the difference between a positive and a negative post.	I can justify my choice of what I post on the internet to interact with the world in an appropriate and positive way.
Sample Learning Targets • I can participate on an online critique of other student artwork in a positive and constructive manner. • I can...	***Sample Learning Targets*** • I can create a constructive and positive response to a blog post of another student. • I can...	***Sample Learning Targets*** • I can communicate online in an appropriate and positive on my webpage. • I can create a blog and communicate about global issues in a positive and constructive way. • I can...

Indicator MA.C AL.7.3 Copyright	Indicator MA.C AM.7.3 Copyright	Indicator MA.C AH.7.3 Copyright
I can participate in formal and informal situations when collaborating with others to discuss **copyright** laws that apply to a media artwork.	I can analyze and synthesize various ways that **copyright** laws apply to my work and the work of others.	I can justify my choice of how I use **copyright** law to protect my work and the work of others.
Sample Learning Targets • I can take a stance in a debate about why we should have **copyright** law. • I can look at three websites with information about the same story and decide which information is valid, reliable, and unbiased. • I can...	***Sample Learning Targets*** • I can create a presentation about the similarities and differences between photography and video **copyright** law. • I can create a blog that discusses how to use, understand and synthesize information found on different websites. • I can...	***Sample Learning Targets*** • I can demonstrate how I followed **copyright** law in the creating of ideas and media artwork. • I can appraise information found on the internet and find appropriate information that validates and justifies my choice of imagery, text, and sound in my artwork. • I can...

Media Arts Glossary

Artist Statement An artist statement lets you convey the reasoning behind your work-- why you chose a particular subject matter, why you work in a certain medium, etc. And further, a well-written statement shows the relationship of you to your artwork, and helps creates a connection with the viewer that will make your work (and your name) more memorable.

Attention Principle of directing perception through sensory and conceptual impact.

Balance Principle of the equitable and/or dynamic distribution of items in a media arts composition or structure for aesthetic meaning, as in a visual frame, or within game architecture.

Codes and Conventions Codes are systems of signs put together (usually in a sequence) to create meaning. These systems may be verbal, visual, non-verbal, or aural (e.g., sound effects, music). Visual media may use a number of technical codes such as camera angles, framing, composition, and lighting to convey a particular attitude to a subject. Conventions are the commonly accepted or generally known methods of doing something. Codes and conventions are used together in the study and examination of a specific media genre. The camera angles used in a film, for example, should be studied in terms of the way camera angles are conventionally used in the particular type of film.

Components The discrete portions and aspects of media artworks, including: elements, principles, processes, parts, assemblies, etc., such as: light, sound, space, time, shot, clip, scene, sequence, movie, narrative, lighting, cinematography, interactivity, etc.

Composition Principle of arrangement and balancing of components of a work for meaning and message.

Constraints Limitations on what is possible, both real and perceived.

Continuity The maintenance of uninterrupted flow, continuous action or self-consistent detail. across the various scenes or components of a media artwork, i.e. game components, branding, movie timeline, series, etc.

Context The situation surrounding the creation or experience of media artworks that influences the work, artist or audience. This can include how, where, and when media experiences take place, as well as additional internal and external factors (personal, societal, cultural, historical, physical, virtual, economic, systemic, etc.)

Contrast Principle of using the difference between items, such as elements, qualities and components, to mutually complement them.

Convention An established, common, or predictable rule, method, or practice within media arts production, such as the notion of a 'hero' in storytelling.

Copyright The exclusive right to make copies, license, and otherwise exploit a produced work.

Criteria The elements and principles students use to design their work

Digital Citizenship A standard of behavior with regard to the appropriate use of technology. A set of ethical and social norms that oppose the misuse and abuse of technology.

Digital Identity How one is presented, perceived and recorded online, including personal and collective information and sites, e-communications, commercial tracking, etc.

Divergent Thinking Unique, original, uncommon, idiosyncratic ideas; thinking "outside of the box."

Design Thinking A cognitive methodology that promotes innovative problem solving through the prototyping and testing process commonly used in design.

Elements of Media Arts Include but not limited to, light, sound, time, POV, performance, framing, narrative, and editing.

Emphasis Principle of giving greater compositional strength to a particular element or component in a media artwork.

Ethics Moral guidelines and philosophical principles for determining appropriate behavior within media arts environments.

Exaggeration Principle of pushing a media arts element or component into an extreme for provocation, attention, contrast, as seen in character, voice, mood, message, etc.

Experiential Design Area of media arts wherein interactive, immersive spaces and activities are created for the user; associated with entertainment design.

Fairness Complying with appropriate, ethical and equitable rules and guidelines.

Fair Use Permits limited use of copyrighted material without acquiring permission from the rights holders, including commentary, search engines, criticism, etc.

Force Principle of energy or amplitude within an element, such as the speed and impact of a character's motion

Generative Methods Various inventive techniques for creating new ideas and models, such as brainstorming, play, open exploration, experimentation, inverting assumptions, rule bending, etc.

Heterogeneity How an artwork can be made up of many distinct experiences and parts that are independent however when placed together bring deeper meaning. Ex. installation that includes recorded, sounds, images, and performances.

Hybridization Principle of combining two existing media forms to create new and original forms, such as merging theatre and multimedia.

Information Literacy Skills The abilities necessary to access, utilize, and critically evaluate the products of the mass media, including an informed understanding of the nature of the media and the methods they employ.

Intent Purpose behind making a media art work whether personal or analyzed through the work made by others.

Interactivity A diverse range of articulating capabilities between media arts components, such as user, audience, sensory elements, etc., that allow for inputs and outputs of responsive connectivity via sensors, triggers, interfaces, etc., and may be used to obtain data, commands, or information and may relay immediate feedback, or other communications; contains unique sets of aesthetic principles.

Judgement The ability to make informed and cognizant decisions regarding a media artwork, especially in the critique process.

Juxtaposition Placing greatly contrasting items together for effect.

Legal The legislated parameters and protocols of media arts systems, including user agreements, publicity releases, copyright, etc.

Manage Audience Experience The act of designing and forming user sensory episodes through multi-sensory captivation, such as using sequences of moving image and sound to maintain and carry the viewer's attention, or constructing thematic spaces in virtual or experiential design

Markets The various commercial and informational channels and forums for media artworks, such as T.V., radio, internet, fine arts, non-profit, communications, etc.

Meaning The formulation of significance and purposefulness in media artworks.

Media Arts Contexts The diverse locations and circumstances of media arts, including its markets, networks, technologies and vocations.

Media Environments Spaces, contexts and situations where media artworks are produced and experienced, such as in theaters, production studios and online.

Media Literacy A series of communication competencies, including the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and nonprint messages.

Media Messages The various artistic, emotional, expressive, prosaic, commercial, utilitarian and informational communications of media artworks.

Media Texts Aural, print, graphic, and electronic communications with a public audience. Such texts often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts include papers and magazines, television, video and film, radio, computer software, and the Internet.

Medium Material used to create the art piece and determine the nature of the final work.Ex.film, digital imaging, web design.

Message Media messages contain "texts" and "subtexts." The text is the actual words, pictures and/or sounds in a media message. The subtext is the hidden and underlying meaning of the message. Media messages reflect the values and viewpoints of media makers.

Modeling or Concept Modeling Creating a digital or physical representation or sketch of an idea, usually for testing; prototyping.

Movement Principle of motion of diverse items within media artworks.

Multimodal Perception The coordinated and synchronized integration of multiple sensory systems (vision, touch, auditory, etc.) in media artworks.

Multimedia Theatre The combination of live theatre elements and digital media (sound, projections, video, etc.) into a unified production for a live audience.

Narrative Structure The framework for a story, usually consisting of an arc of beginning, conflict, and resolution

Netiquette The correct or acceptable way of communicating on the Internet.

Personal Aesthetic An individually formed, idiosyncratic style or manner of expressing oneself; an artist's "voice."

Perspective Principle pertaining to the method of three-dimensional rendering, point-of-view, and angle of composition.

Point of View The position from which something or someone is observed; the position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted and by the attitude toward the characters.

Positioning The principle of placement or arrangement.

Principles Media Arts Principles that include but not limited to, interactivity, heterogeneity, hybridization, medium, and temporality.

Production Processes The diverse processes, procedures, or steps used to carry out the construction of a media artwork, such as prototyping, playtesting, and architecture construction in game design.

Prototyping Creating a testable version, sketch or model of a media artwork, such as a game, character, website, application, etc.

Representation Media representations are the ways in which the media portrays particular groups, communities, experiences, ideas, or topics from a particular ideological or value perspective.

Resisting Closure Delaying completion of an idea, process, or production, or persistently extending the process of refinement, towards greater creative solutions or technical perfection

Responsive Use of Failure Incorporating errors towards persistent improvement of an idea, technique, process or product

Rules The laws, or guidelines for appropriate behavior; protocols.

Safety Maintaining proper behavior for the welfare of self and others in handling equipment and interacting with media arts environments and groups.

Soft Skills Diverse organizational and management skills, useful to employment, such as collaboration, planning, adaptability, communication, etc.

Stylistic Convention A common, familiar, or even "formulaic" presentation form, style, technique, or construct, such as the use of tension building techniques in a suspense film, for example.

Systemic Communications Socially or technologically organized and higher-order media arts communications such as networked multimedia; television formats and broadcasts; "viral" videos; social multimedia (e.g. "vine" videos); remixes; transmedia, etc.

System(s) The complex and diverse technological structures and contexts for media arts production, funding, distribution, viewing, and archiving.

Technological The mechanical aspects and contexts of media arts production, including hardware, software, networks, code, etc.

Temporality How the passage of time can change one's interpretation of an artwork or one's ability to witness the artwork.

Tone Principle of "color," "texture," or "feel," of a media arts element or component, as for sound, lighting, mood, sequence, etc.

Transdisciplinary Production Accessing multiple disciplines during the conception and production processes of media creation, and using new connections or ideas that emerge to inform the work.

Transmedia Production Communicating a narrative and/or theme over multiple media platforms, while adapting the style and structure of each story component to the unique qualities of the platforms.

Virtual Channels Network based presentation platforms such as: Youtube, Vimeo, Deviantart, etc.

Virtual Worlds Online, digital, or synthetic environments (e.g. Minecraft, Second Life).

Vocational The workforce aspects and contexts of media arts.

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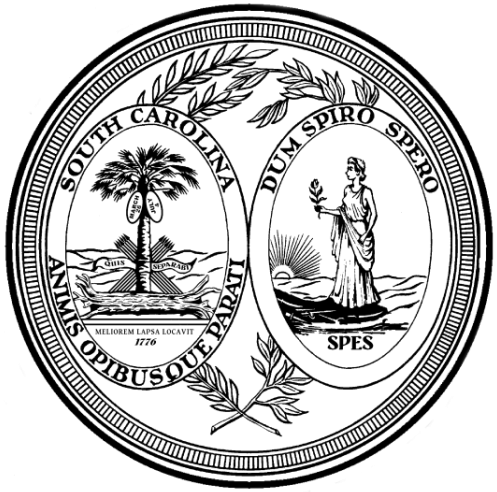
South Carolina
College- and Career-Ready Standards for Theatre Proficiency



South Carolina Department of Education
Columbia, South Carolina
2017

Theatre

Introduction

The 2017 South Carolina Theatre Standards are designed to support teaching the art of Theatre in classrooms throughout the state by aligning the 2010 South Carolina Theatre Standards and the National Core Standards. Students enter the Theatre class with varying degrees of Theatre instruction. This standards document allows teachers to identify students' aptitudes and competencies to ensure students receive a comprehensive, sequential, and in-depth study of Theatre Arts.

These standards retain the eight content standards from the 2010 SC Theatre Standards. These eight content standards: *Playmaking/Playwriting, Acting, Designing and Technical Theatre, Directing, Researching, Making Connections, Valuing and Responding, and Relating to History and Culture* are organized within the four artistic processes that are put forth in the National Core Theatre Standards.

Richly designed Theatre curriculum and instruction can reinforce the five essential elements of literacy instruction—phonemic awareness, phonics, vocabulary, fluency, and comprehension. Students that study Theatre improve their reading comprehension and both verbal and non-verbal communication skills.

The new Theatre Standards are rigorous and forward thinking. They underscore College and Career Readiness with benchmarks that guide students to gain World-class knowledge and World-class expertize. Performance and production opportunities further strengthen skills and provide "real-life" situations for students to sharpen their creativity, work ethic, and interpersonal skills.

Theatre is often called the "coming together" and "synthesis" of all the Arts. These standards are designed to guide the Theatre educator so students can explore Theatre as a collaborative art. Theatre teachers are encouraged to look at the interconnectedness of all the standards and the crossover from other Arts disciplines to build rich, strong Theatre programs.

Theatre Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*								
Anchor Standard 1: ***I can create scenes and write scripts using story elements and structure.***								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark T.CR NL.1	Benchmark T.CR NM.1	Benchmark T.CR NH.1	Benchmark T.CR IL.1	Benchmark T.CR IM.1	Benchmark T.CR IH.1	Benchmark T.CR AL.1	Benchmark T.CR AM.1	Benchmark T.CR AH.1
I can identify basic **story elements** in simple stories, plays and **scripts** (e.g. **plot**, **character**, **setting**, **theme**, etc.)	I can work with others to re-create a story through non-verbal communication (ex: **Pantomime**/ **mime**)	I can work with others to add **dialogue** to a story.	I can analyze stories and **scripts** for basic **dramatic structure**.	I can write samples of a **script** using basic **dramatic structure**.	I can write short **scenes** and **monologues** using basic **dramatic structure**.	I can *write* and revise a scripted theatrical work focusing on **style**, **genre**, form and **theatre conven-tions**.	I can *adapt* and revise a scripted theatrical work focusing on **style**, **genre**, form and **theatre conventions**.	I can *reimagine* and revise a scripted theatrical work focusing on **style**, **genre**, form and **theatre conventions**.

Indicator T.CR NL.1.1	Indicator T.CR NM.1.1	Indicator T.CR NH.1.1	Indicator T.CR IL.1.1	Indicator T.CR IM.1.1	Indicator T.CR IH.1.1	Indicator T.CR AL.1.1	Indicator T.CR AM.1.1	Indicator T.CR AH.1.1
I can identify basic **plot** elements from a **prompt**.	I can make choices about how to tell a story non-verbally.	I can collaborate with peers to create **dialogues** in a **scene**.	I can classify additional elements of **dramatic structure** (i.e. **exposition, inciting incident, rising action, conflict, climax, falling action, resolution,** and **denouement**).	I can outline specific elements in my dramatic text.	I can write a short **scene** or **monologue** using proper **script** format.	I can write a scripted dramatic work focusing on **style**, **genre**, form and **theatre conven-tions**.	I can adapt a dramatic work focusing on **style**, **genre**, form and **theatre conventions**.	I can reimagine a scripted dramatic work focusing on **style**, **genre**, form and **theatre conventions**.
Indicator T.CR NL.1.2	Indicator T.CR NM.1.2	Indicator T.CR NH1.2	Indicator T.CR IL.1.2	Indicator T.CR IM.1.2	Indicator T.CR IH.1.2	Indicator T.CR AL.1.2	Indicator T.CR AM.1.2	Indicator T.CR AH.1.2
I can identify basic **character** qualities from a **prompt**.	I can change elements of the story through movement.	I can collaborate with peers to **improvise** multiple **dialogue** choices.	I can describe how **conflict** is the essence of drama.	I can draft specific elements in a dramatic text.	I can revise the **script** structure of a short **scene** or **monologue**.	I can evaluate a scripted theatrical work for areas that need improve-ment.	I can evaluate an adapted **script** for areas that need improvement	I can evaluate a **reimagined theatrical work** for areas that need improve-ment.

Indicator T.CR NL.1.3			Indicator T.CR IL.1.3	Indicator T.CR IM.1.3	Indicator T.CR IH.1.3	Indicator T.CR AL1.3	Indicator T.CR AM1.3	Indicator T.CR AH1.3
I can identify details about the **setting** of a simple play or script.			I can demonstrate my knowledge of proper **script format.**	I can revise specific elements in a dramatic text.	I can collaborate with **actors** to bring my short **scene** or **monologue** to life.	I can revise a scripted theatrical work focusing on **style**, **genre**, form and **theatre conven-tions**.	I can revise an adapted **script** focusing on **style**, **genre**, form and **theatre conventions**.	I can revise a reimagined theatrical work focusing on **style**, **genre**, form and **theatre conventions**.
								Indicator T.CR AH.1.4
								I can collaborate with **actors** to bring my theatrical work to life.
Anchor Standard 2: ***I can design and use technical elements for improvised scenes and written scripts.***								
Benchmark T.CR NL.2	Benchmark T.CR NM.2	Benchmark T.CR NH.2	Benchmark T.CR IL.2	Benchmark T.CR IM.2	Benchmark T.CR IH.2	Benchmark T.CR AL.2	Benchmark T.CR AM.2	Benchmark T.CR AH.2
I can identify **technical elements**.	I can recognize the function of the **design**ers in the creation of **technical elements.**	I can use basic **technical elements** in the dramatic process.	I can analyze stories, scripts and **performance**s to identify essential **technical element**s.	I can analyze simple dramatic texts for technical requirements and justify my choices.	I can analyze story elements in order to **design** a visual represen-tation of a **technical element**.	I can analyze and identify technical requirements in a complex dramatic text and justify my choices.	I can construct original **design**s that support a dramatic text.	I can collaborate as part of a **design team** to construct original theatrical **design**s that support a dramatic text.

Indicator T.CR NL.2.1	Indicator T.CR NM.2.1	Indicator T.CR NH.2.1	Indicator T.CR IL.2.1	Indicator T.CR IM.2.1	Indicator T.CR IH.2.1	Indicator T.CR AL.2.1	Indicator T.CR AM.2.1	Indicator T.CR AH.2.1
I can identify **technical elements** such as **scenery, costumes, makeup, props, lighting and sound** in a **prompt.**	I can explain the function of **technical elements** such as **scenery, costumes, makeup, props, lighting,** and **sound.**	I can demonstrate how to responsibly use basic **technical elements.**	I can determine the **technical elements** necessary for a theatrical work.	I can identify **design** challenges in production for a dramatic text.	I can create a **design** from a **technical element** inspired by a professional designer**.**	I can examine a complex text for its **technical elements**.	I can make **artistic choices** incorporating production history and other research, and apply them to a complex **design**.	I can integrate my original **design**s into the overall production vision.
Indicator T.CR NL.2.2	Indicator T.CR NM.2.2	Indicator T.CR NH.2.2	Indicator T.CR IL.2.2	Indicator T.CR IM.2.2	Indicator T.CR IH.2.2	Indicator T.CR AL.2.2	Indicator T.CR AM.2.2	Indicator T.CR AH.2.2
I can explain the relationship between **technical elements.**	I can recognize the function of a **designer** in the **theatre**.	I can use basic **technical elements** safely in a small project.	I can examine the work of professional technical theatre artists.	I can explain and present solutions to **design** challenges in a theatrical work.	I can connect dramatic texts to reference materials in order to justify my **design**s.	I can examine the relationship of my **design**s with direction, **actor abilities** and other **technical elements**.	I can construct original **design**s from my renderings using available resources.	I can adapt my **design** to the needs of the production.

								Indicator T.CR AH.2.3
								I can collaborate to construct **technical elements** using available resources for a production.
Artistic Processes: Performing/Producing/Presenting- *I can produce new artistic ideas and work from a variety of materials, techniques, and processes.*								
Anchor Standard 3: ***I can act in improvised scenes and written scripts.***								
Benchmark T.P NL.3	Benchmark T.P NM.3	Benchmark T.P NH.3	Benchmark T.P IL.3	Benchmark T.P IM.3	Benchmark T.P IH.5	Benchmark T.P AL.3	Benchmark T.P AM.3	Benchmark T.P AH.3
I can use body and voice to communicate **character** traits and emotions in a **guided drama** experience.	I can make choices to change body and voice to portray differences between myself and **character**s in a **guided drama** experience.	I can describe and demonstrate ways that **character**s react to other **character**s and conditions in a **guided drama** experience.	I can experiment with physical and vocal **character-**ization choices in a simple theatrical work.	I can use acting techniques to develop **character**s and create meaning in a simple theatrical work.	I can refine **character** choices using **given circum-stances**, **objective**, **obstacle**s, and **tactics** in a simple theatrical work.	I can use a number of styles and genres to portray complex **character**s.	I can use essential text information, research and the **director**'s concept to influence **character** choices in a complex theatrical work.	I can apply a variety of researched acting techniques to seamlessly sustain **character** in a complex theatrical work.

Indicator T.P NL.3.1	Indicator T.P NM.3.1	Indicator T.P NH.3.1	Indicator T.P IL.3.1	Indicator T.P IM.3.1	Indicator T.P IH.3.1	Indicator T.P AL.3.1	Indicator T.P AM.3.1	Indicator T.P AH.3.1
I can identify that the tools of the actor are the body, mind, voice, and collaboration.	I can make choices about using my, body and/or voice to imitate a variety of **characters**, conditions and emotions.	I can experiment with a number of **character** choices in relation to other **character**s and conditions.	I can portray a **character** within the context of a story using my body (i.e. **pantomime**) and voice (i.e. **projection, tone, diction, rate, pitch**).	I can identify various acting techniques (i.e. sensory recall) used to make bold choices.	I can analyze a **script** to determine **given circum-stances**.	I can identify different **styles** and **genres** appropriate to my **character** in a theatrical work.	I can identify essential text information in a play.	I can synthesize my knowledge of acting techniques to create a complex **character.**
Indicator T.P NL.3.2	Indicator T.P NM.3.2	Indicator T.P NH.3.2	Indicator T.P IL.3.2	Indicator T.P IM.3.2	Indicator T.P IH.3.2	Indicator T.P AL.3.2	Indicator T.P AM.3.2	Indicator T.P AH.3.2
I can recognize that pretend play is dramatic acting.	I can demonstrate ways that **characters** change in a **guided drama**tic experience.	I can adjust my acting choices based on feedback and **side-coaching**.	I can examine the work of a professional actor or **theatre theorist** to learn their technique.	I can research and observe people to create **characters**.	I can define my **character's motivation, objective**, **obstacles** and **tactics**.	I can use my research of different **styles** and **genres** of **theatre** to sustain my **character**.	I can examine research materials to inform and sustain **character** choices.	I can demonstrate artistic discipline to sustain my **character** choices throughout the entire **perform-ance**.

Indicator T.P NL.3.3				Indicator T.P IM.3.3	Indicator T.P IH.3.3	Indicator T.P AL.3.3	Indicator T.P AM.3.3	Indicator T.P AH.3.3
I can participate collaboratively in **guided drama** experiences.				I can apply different acting techniques in **improvise**d and scripted **scene**s.	I can connect **character motivation**, **objective**, **obstacle**s and **tactics** to a **perform-ance**.	I can incorporate different styles and genres into my **character** choices.	I can incorporate the **director**'s vision into my **character** choices.	I can apply a variety of researched acting techniques to seamlessly sustain **character** in a complex theatrical work.
Indicator T.P NL.3.4								Indicator T.P AH.3.4
I can demonstrate cooperation and support as a member of an **ensemble**.								I can explore a variety of **acting techniques i**n **rehearsal** to refine my **character**.

Anchor Standard 4: ***I can direct and organize work for a performance to reflect specific content, ideas, skills, and media.***								
Benchmark T.P NL.4	Benchmark T. NMP.4	Benchmark T.P NH.4	Benchmark T.P IL.4	Benchmark T.P IM.4	Benchmark T.P IH.4	Benchmark T.P AL.4	Benchmark T.P AM.4	Benchmark T.P AH.4
I can identify the function of **performance** and **audience** spaces.	I can respond effectively to directions and side coaching.	I can explain and justify the role of the **director** in theatre.	I can distinguish between parts of the **stage** and various **performance** spaces and how they impact directing.	I can make choices about **stage** composition and simple **blocking** techniques.	I can collaborate with others in small groups to make directing choices in a theatrical work.	I can explain and justify the role of **production staff** in unifying the **director**'s vision.	I can direct short **scene**s incorporating simple techniques (i.e. **blocking**, **theme**, and **character-**ization).	I can direct a complex theatrical piece by: interpreting, applying and justifying artistic choices regarding **stage** movement, **character** development, language, **theme** and **technical elements.**
Indicator T.P NL.4.1.	Indicator T.P NM.4.1	Indicator T.P NH.4.1	Indicator T.P IL.4.1	Indicator T.P IM.4.1	Indicator T.P IH.4.1	Indicator T.P AL.4.1	Indicator T.P AM.4.1	Indicator T.P AH.4.1
I can show the difference between **performance** and **audience** spaces.	I can respond appropriately to directions and side coaching given to the group as well as myself.	I can describe the function of the **director** in the theatre.	I can identify **stage** geography.	I can explore levels in the **stage** picture.	I can apply a **director**'s vision to a simple **scene**.	I can identify the roles of members of the **production team.**	I can mark a **script** as a **director**	I can mark a one act or longer piece as a **director**.

Indicator T.P NL.4.2	Indicator T.P NM.4.2	Indicator T.P NH.4.2	Indicator T.P IL.4.2	Indicator T.P IM.4.2	Indicator T.P IH.4.2	Indicator T.P AL.4.2	Indicator T.P AM.4.2	Indicator T.P AH.4.2
I can define the purpose of different **performance** and **audience** spaces.	I can demonstrate simple **blocking** techniques.	I can explore the basic history of directing.	I can identify between parts of a **stage**.	I can explore movement patterns to **block** a simple **scene**.	I can make and explain directing choices in small groups	I can justify why each member of the **production team** is important to a successful production.	I can pre-block a simple **scene**.	I can research **theme**s and ideas drawn from a detailed reading of a **script**.
			Indicator T.P IL.4.3			Indicator T.P AL.4.3	Indicator T. AMP.4.3	Indicator T.P AH.4.3
			I can distinguish between different types of **performance** spaces used by **director**s.			I can explain the relationship between the **director** and **production team.**	I can direct actors to create effective **blocking**, focus, and **stage** presence to deepen **character**ization.	I can explain and justify my concept to a **production team.**

								Indicator T.P AH.4.4
								I can direct a complex theatrical piece by: interpreting, applying, and justifying artistic choices regarding **stage** movement, **character** development, language, **theme** and **technical elements.**

Artistic Processes: Responding- *I can interpret and evaluate how the arts convey meaning.*								
Anchor Standard 5: ***I can interpret and evaluate live or recorded dramatic performances as an active audience member.***								
Benchmark T.R NL.5	Benchmark T.R NM.5	Benchmark T.R NH.5	Benchmark T.R IL.5	Benchmark T.R IM.5	Benchmark T.R IH.5	Benchmark T.R AL.5	Benchmark T.R AM.5	Benchmark T.R AH.5
I can model **audience etiquette** while watching a live or recorded **perform-ance**.	I can recognize **artistic elements** in live or recorded **performance**s.	I can recognize **artistic choices** in live or recorded **perform-ance**s.	I can express my reaction to a live or recorded **performance**.	I can recognize that **artistic choices** are made to evoke particular reactions from the **audience**.	I can interpret and justify my opinion, based on the **artistic choices** made in a live or recorded **perform-ance.**	I can **critique** a live or recorded **perform-ance** based the skills and techniques of the **theatre artists**.	I can construct and analyze social meaning, **theme**s, and ideas from theatre **perform-ance**s and dramatic texts.	I can construct and analyze personal meaning within the context of the **perform-ance** and the world of theatre.
Indicator T.R NL.5.1	Indicator T.R NM.5.1	Indicator T.R NH.5.1	Indicator T.R IL.5.1	Indicator T.R IM.5.1	Indicator T.R IH.5.1	Indicator T.R AL.5.1	Indicator T.R AM.5.1	Indicator T.R AH.5.1
I can model appropriate **audience** behaviors for the specific **performance** type.	I can recognize that a **performance** is made of many different **production elements.**	I can recognize that a **performance** is made of many different artistic choices.	I can identify what I like or dislike in a live or recorded **performance**.	I can evaluate artistic choices and their effect on the **audience** in a live or recorded **perform-ance**.	I can communi-cate my own **aesthetic** and artistic preferences.	I can evaluate **artistic elements** in a live or recorded **perform-ance**.	I can evaluate a text or watch a **perform-ance** and summarize recurring and overall **themes**.	I can evaluate a text or watch a **perform-ance** for personal meaning.

Indicator T.R NL.5.2	Indicator T.R NM.5.2	Indicator T.R NH.5.2	Indicator T.R IL.5.2	Indicator T.R IM.5.2	Indicator T.R IH.5.2	Indicator T.R AL.5.2	Indicator T.R AM.5.2	Indicator T.R AH.5.2
I can explain why **audience etiquette** is necessary.	I can recognize that a **performance** is made of many different **theatre conventions**.	I can justify why an artistic choice was made in a theatrical **perform-ance**.	I can share my own likes and dislikes of **artistic choices** within a theatrical work with others.	I can evaluate and justify artistic **choices**.	I can express my opinion about a live or recorded **perform-ance**, based on my own **aesthetic** and artistic preferences.	I can develop **objective** and subjective criteria and vocabulary in which to evaluate a **performanc e.**	I can evaluate a **perform-ance** or dramatic text's **theme**s in relation to social, historical and cultural context.	I can write a detailed evaluation of a full length live or recorded **perform-ance**, analyzing the effect it had on me.
Anchor Standard 6: ***I can practice theatre professionalism through observation and self-reflection.***								
Benchmark T.R NL.6	Benchmark T.R NM.6	Benchmark T.R NH.6	Benchmark T.R IL.6	Benchmark T.R IM.6	Benchmark T.R IH.6	Benchmark T.R AL.6	Benchmark T.R AM.6	Benchmark T.R AH.6
I can identify the function of the performer/ theatre artist and how it relates to the piece.	I can explain the function of performer/ theatre artist responsibilities and how they relate to the piece.	I can describe some performer/the atre artist choices in live or recorded **performance** s based on a text.	I can demonstrate theatre artist professionalis m while participating in theatrical work.	I can explain my choices in the **rehearsal** process.	I can reflect on my **rehearsal** to figure out the next step in the production process.	I can justify a list of strategies to improve my **rehearsal** and **perform-ance.**	I can collaborate in an **ensemble,** contributing to a positive work environment.	I can synthesize the work of others and myself in production to deepen my technique for future projects.

Indicator T.R NL.6.1	Indicator T.R NM.6.1.	Indicator T.R NH.6.1	Indicator T.R IL.6.1	Indicator T.R IM.6.1	Indicator T.R IH.6.1	Indicator T.R AL.6.1	Indicator T.R AM.6.1	Indicator T.R AH.6.1
I can recognize that the performer/ theatre artist has a separate job from the **audience**.	I can justify why the performer/the-atre artist has a separate job from the **audience**.	I can describe the responsi-bilities of the theatre artist through his artistic choices within the context of a live or recorded production.	I can use **rehearsal** time effectively.	I can describe how my **perform-ance** choices contributed to the production process.	I can describe choices that did and did not contribute to the **rehearsal** process.	I can evaluate my techniques in **rehearsal** and **perform-ance**.	I can evaluate how my artistic choices affect the roles of others around me.	I can evaluate and reflect on my commitment and work ethic during a theatre production/ project.
Indicator T.R NL.6.2	Indicator T.R NM.6.2	Indicator T.R NH.6.2	Indicator T.R IL.6.2	Indicator T.R IM.6.2	Indicator T.R IH.6.2	Indicator T.R AL.6.2	Indicator T.R AM.6.2	Indicator T.R AH.6.2
I can recognize that the performer has a responsibility to the **audience**.	I can recognize how the relationship between the theatre artist and the **audience can** affect one another.	I can evaluate why **theatre artist** profession-alism is necessary.	I can prepare for rehearsal.	I can describe how choices in **stagecraft** contributed to the production process.	I can plan the next step in my **rehearsal** process.	I can predict and justify how my **artistic choices** will improve the final **perform-ance**.	I can assist others in the production process.	I can reflect and evaluate the profession-alism of production members in order to strengthen my technique in future productions.
			Indicator T.R IL.6.3					
			I can use **theatre equipment** safely.					

Artistic Processes: Connecting - *I can relate artistic ideas and work to personal meaning and external context.*								
Anchor Standard 7: *I can examine the role of theatre through history and culture.*								
Benchmark T.C NL.7	Benchmark T.C NM.7	Benchmark T.C NH.7	Benchmark T.C IL.7	Benchmark T.C IM.7	Benchmark T.C IH.7	Benchmark T.C AL.7	Benchmark T.C AM.7	Benchmark T.C AH.7
I can recognize and demonstrate **character**s from some cultures and historical time periods.	I can relate to **character** experiences of a specific culture.	I can relate to **character** experiences of a specific historical time period.	I can examine the role of theatre within a specific culture and/or historical time period.	I can research the role of theatre within a specific culture and/or historical time period and present what I discovered.	I can create a simple **scene** or project by applying character-istics from a specific culture or historical time period.	I can explore the influence of historical events and cultural traditions on contemp-orary theatrical works.	I can examine the way theatre continues to influence history and culture.	I can create, analyze, and perform a theatrical work based on multiple historical and cultural traditions.

Indicator T.R NL.7.1	Indicator T.R NM.7.1	Indicator T.R NH.7.1	Indicator T.R IL.7.1	Indicator T.R IM.7.1	Indicator T.R IH.7.1	Indicator T.R AL.7.1	Indicator T.R AM.7.1	Indicator T.R AH.7.1
I can recognize that all cultures explore theatrical elements.	I can recognize how a specific culture explores theatrical elements.	I can alter a story based on a specific time period.	I can create simple **scene**s/ projects using my knowledge of a specific culture or historical time period.	I can read a visual or **aural** text from another culture to create a simple **scene** or project.	I can create a simple **scene**/ project using another historical period as an inspiration.	I can research how other cultures influence theatre today.	I can compile evidence showing the influence of theatre on modern culture.	I can create a production concept for a complex theatrical work respectfully incorporating aspects of other cultures, global issues, and historical time periods.
Indicator T.R NL.7.2	Indicator T.R NM.7.2	Indicator T.R NH.7.2	Indicator T.R IL.7.2	Indicator T.R IM.7.2	Indicator T.R IH.7.2	Indicator T.R AL.7.2	Indicator T.R AM.7.2	Indicator T.R AH.7.2
I can participate in **theatre games** to explore **character**s from other cultures and historical periods.	I can make cultural and personal connections between myself and my classmates.	I can alter a story based on an historical time period.	I can examine the role of theatre within my own culture and time period.	I can participate in **theatre games** to explore **character**s from other cultures and historical periods.	I can make cultural and personal connections between myself and my classmates.	I can alter a story based on an historical time period.	I can examine the role of theatre within my own culture and time period.	I can participate in **theatre games** to explore **character**s from other cultures and historical periods.

Anchor Standard 8: ***I can relate theatre to other content areas, arts disciplines, and careers.***								
Benchmark T.C NL.8	Benchmark T.C NM.8	Benchmark T.C NH.8	Benchmark T.C IL.8	Benchmark T.C IM.8	Benchmark T.C IH.8	Benchmark T.C AL.8	Benchmark T.C AM.8	Benchmark T.C AH.8
I can explore theatre concepts among arts disciplines other content area as well as things about theatre that interest me.	I can identify and demonstrate theatre concepts among arts disciplines, content areas and related careers.	I can apply theatre concepts among arts disciplines other content areas and related careers.	I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied in a theatre career.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied in a theatre career.	I can analyze the concepts and materials used among arts disciplines, other content areas and how they are used in a theatre career.	I can explore how theatre is the synthesis of the arts and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values and location influence theatre and the need for theatre related careers.	I can research and analyze societal, political, and cultural issues as they relate to other arts and content areas and apply to my career interests.
Indicator T.C NL.8.1	Indicator T.C NM.8.1	Indicator T.C NH.8.1	Indicator T.C IL.8.1	Indicator T.C IM.8.1	Indicator T.C IH.8.1	Indicator T.C AL.8.1	Indicator T.C AM.8.1	Indicator T.C AH.8.1
I can identify non-arts concepts in a theatrical work.	I can demonstrate a relationship between theatre and another subject.	I can demonstrate and describe the relationship between theatre and a concept from another subject.	I can apply theatre concepts to other arts disciplines and content areas.	I can examine the relationship between theatre and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to work in theatre.	I can explain how various arts content areas are used in theatre.	I can explore a theatre related careers in various economic conditions, cultural values, and locations.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work.

Indicator T.C NL.8.2	Indicator T.C NM.8.2	Indicator T.C NH.8.2	Indicator T.C IL.8.2	Indicator T.C IM.8.2	Indicator T.C IH.8.2	Indicator T.C AL.8.2	Indicator T.C AM.8.2	Indicator T.C AH.8.2
I can identify topics in theatre that interest me.	I can identify and demonstrate the skills in theatre that interest me.	I can identify specific careers in theatre.	I can identify specific skills required for various careers in theatre.	I can demonstrate and describe the skills needed for careers in theatre.	I can research topics about careers in theatre that interest me.	I can identify the skills, training, and education necessary to pursue a career in theatre that interests me.	I can investigate opportunities that will lead me to a career in theatre.	I can demonstrate skills necessary for a career in theatre.
		Indicator T.C NH.8.3		Indicator T.C IM.8.3			Indicator T.C AM.8.3	Indicator T.C AH.8.3
		I can describe how professional theatre artists work together.		I can design effective marketing and informationa l materials for a dramatic production.			I can demonstrate my collaboration with other artists.	I can demonstrate my readiness for a college or career path.

Anchor Standard 9: ***I can use a variety of resources to research multiple aspects of theatre.***								
Benchmark T.C NL.9	Benchmark T.C NM.9	Benchmark T.C NH.9	Benchmark T.C IL.9	Benchmark T.C IM.9	Benchmark T.C IH.9	Benchmark T.C AL.9	Benchmark T.C AM.9	Benchmark T.C AH.9
I can identify familiar theatre topics as they relate to what I already know about a particular theatre topic.	I can cite sources to reinforce what I already know about a particular theatre topic.	I can recognize the value of research to improve my theatre practice.	I can compare and contrast evidence from credible sources to analyze a particular theatre topic.	I can examine evidence from credible texts to support analysis of a particular theatre topic.	I can interpret evidence from credible texts to form an opinion on a particular theatre topic.	I can justify the role of a **dramaturg** for a theatrical work.	I can assume the role of a **dramaturg** for a theatrical work.	I can defend **dramaturgical** choices for a theatrical work.
Indicator T.C NL.9.1	Indicator T.C NM.9.1	Indicator T.C NH.9.1	Indicator T.C IL.9.1	Indicator T.C IM.9.1	Indicator T.C IH.9.1	Indicator T.C AL.9.1	Indicator T.C AM.9.1	Indicator T.C AH.9.1
I can identify familiar historical elements in a theatrical work.	I can collect sources to justify my theatre choices.	I can examine how the research of a theatre topic improves my knowledge.	I can collect available print and non-print resources for a topic.	I can examine available resources to find those with the most pertinent information.	I can utilize credible sources to extract information about a theatre topic.	I can identify the necessary skills needed by a **dramaturg**.	I can use credible sources to research information for a theatrical work.	I can collaborate with theatre artists to assemble a theatrical work that incorporates budget, schedule and publicity.

Indicator T.C NL.9.2	Indicator T.C NM.9.2	Indicator T.C NH.9.2	Indicator T.C IL.9.2	Indicator T.C IM.9.2	Indicator T.C IH.9.2	Indicator T.C AL.9.2	Indicator T.C AM.9.2	Indicator T.C AH.9.2
I can identify familiar cultural elements in a theatrical work.	I can ask and answer questions to clarify my understanding of a particular theatre topic.	I can research and analyze information from electronic and/or non-electronic sources for use in theatre activities.	I can examine resources for information about a particular theatre topic.	I can identify what makes a source credible.	I can express my own opinions about a theatrical topic while citing information from multiple credible sources.	I can explain how a **dramaturg** works with other theatre professionals in theatrical work.	I can apply research from print and non-print sources to plan theatrical work.	I can collaborate with other theatre professionals to apply **dramaturg**ic research to a theatre work.
			Indicator T.C IL.9.3	Indicator T.C IM.9.3		Indicator T.C AL.9.3	Indicator T.C AM.9.3	Indicator T.C AH.9.3
			I can use resources to answer my questions about a theatre topic.	I can examine sources of collected research information for their credibility.		I can research and analyze examples of **dramaturg**y	I can compile research for a theatrical work into a presentation for other theatre professionals	

						Indicator T.C AL.9.4		
						I can identify current technologies that are available for use in theatrical productions.		

Novice Theatre Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*		
Anchor Standard 1: ***I can create scenes and write scripts using story elements and structure.***		
Novice Low	Novice Mid	Novice High
Benchmark T.CR NL.1	Benchmark T.CR NM.1	Benchmark T.CR NH.1
I can identify basic **story elements** in simple stories, plays and **scripts** (e.g. **plot**, **character**, **setting**, **theme**, etc.)	I can work with others to re-create a story through non-verbal communication (ex: **Pantomime**/**mime**)	I can work with others to add **dialogue** to a story.
Indicator T.CR NL.1.1	Indicator T.CR NM.1.1	Indicator T.CR NH.1.1
I can identify basic **plot** elements from a **prompt**.	I can make choices about how to tell a story non-verbally.	I can collaborate with peers to create **dialogues** in a **scene**.
Sample Learning Targets • I can label the beginning, middle, and end of a story. • I can answer questions about the **conflict** of a story. • I can...	***Sample Learning Targets*** • I can communicate the beginning, middle, and end of a story through **tableau**. • I can use **pantomime** to communicate setting. • I can...	***Sample Learning Targets*** • I can collaborate with peers to add sound effects to the **scene**. • I can collaborate with peers to add **dialogue** to **character**s. • I can...

Indicator T.CR NL.1.2	Indicator T.CR NM.1.2	Indicator T.CR NH1.2
I can identify basic **character** qualities from a **prompt**.	I can change elements of the story through movement.	I can collaborate with peers to **improvise** multiple **dialogue** choices.
Sample Learning Targets • I can answer questions about the age of a **character**. • I can label the physical qualities of a **character**. • I can...	***Sample Learning Targets*** • I can share ideas for alternate endings to a story. • I can create a new **setting** for a story. • I can develop additional **character qualities** for a **character** in a story. • I can...	***Sample Learning Targets*** • I can present different versions of a **scene** for feedback. • I can participate in **theatre games** that emphasize **story elements**. • I can...
Indicator T.CR NL.1.3		
I can identify details about the **setting** of a simple play or script.		
Sample Learning Targets • I can identify the time of the story. • I can identify the location of the story. • I can match the **character** to the **setting** of the story. • I can...		

Anchor Standard 2: ***I can design and use technical elements for improvised scenes and written scripts.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark T.CR NL.2	Benchmark T.CR NM.2	Benchmark T.CR NH.2
I can identify **technical elements**.	I can recognize the function of the **design**ers in the creation of **technical elements.**	I can use basic **technical elements** in the dramatic process.
Indicator T.CR NL.2.1	Indicator T.CR NM.2.1	Indicator T.CR NH.2.1
I can identify **technical elements** such as **scenery, costumes/makeup, props, lighting** and **sound** in a **prompt.**	I can explain the function of **technical elements** such as **scenery, costumes/makeup, props, lighting,** and **sound.**	I can demonstrate how to responsibly use basic **technical elements.**
Sample Learning Targets • I can recognize scenery in a production photo. • I can label **technical elements** of theatre in a production photo. • I can...	***Sample Learning Targets*** • I can explain how scenery is used to tell a story. • I can explain how **costume**/**makeup** is used to enhance a **character**. • I can...	***Sample Learning Targets*** • I can discuss possible safety hazards associated with technical theatre. • I can use a **prop** for its intended theatrical use. • I can...

Indicator T.CR NL.2.2	Indicator T.CR NM.2.2	Indicator T.CR NH.2.2
I can explain the relationship between **technical elements.**	I can recognize the function of a **designer** in the **theatre**.	I can use basic **technical elements** safely in a small project.
Sample Learning Targets • I can label examples of **technical elements** in an image. • I can describe how **lighting** effects scenery. • I can...	***Sample Learning Targets*** • I can match a **design**er to their **design** element. • I can find examples of scenic **design**. • I can find examples of **costume**/**makeup design**. • I can...	***Sample Learning Targets*** • I can use scenic **design** elements safely. • I can use **costume**/**makeup design** elements safely. • I can...
Artistic Processes: Performing/Producing/Presenting- *I can produce new artistic ideas and work from a variety of materials, techniques, and processes.*		
Anchor Standard 3: ***I can act in improvised scenes and written scripts.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark T.P NL.3	Benchmark T.P NM.3	Benchmark T.P NH.3
I can use body and voice to communicate **character** traits and emotions in a **guided drama** experience.	I can make choices to change body and voice to portray differences between myself and **character**s in a **guided drama** experience.	I can describe and demonstrate ways that **character**s react to other **character**s and conditions in a **guided drama** experience.

Indicator T.P NL.3.1	Indicator T.P NM.3.1	Indicator T.P NH.3.1
I can identify that the tools of the actor are the body, mind, voice, and collaboration.	I can make choices about using my body and/or voice to imitate a variety of **characters**, conditions and emotions.	I can experiment with a number of **character** choices in relation to other **character**s and conditions.
Sample Learning Target • I can focus my body, mind and voice in a **guided drama** experience. • I can list the tools that **actors** use in a drama experience. • I can…	***Sample Learning Targets*** • I can make choices about specific changes in my voice to demonstrate elderly **character**s in a **guided drama** activity. • I can make choices about specific changes to my body to demonstrate villainous **character**s in a **guided drama** activity. • I can...	***Sample Learning Targets*** • I can portray a **character** in a specific **setting**. • I can **improvise character**s in an original **scene**. • I can...
Indicator T.P NL.3.2	Indicator T.P NM.3.2	Indicator T.P NH.3.2
I can recognize that pretend play is dramatic acting.	I can demonstrate ways that **characters** change in a **guided drama**tic experience.	I can adjust my acting choices based on feedback and **side-coaching**.
Sample Learning Targets • I can pretend that I am a firefighter. • I can mimic the sounds a bird makes. • I can pretend to be an animal in front of my classmates	***Sample Learning Targets*** • I can participate in a **guided drama** activity to show changes in my voice. • I can participate in a **guided drama** activity to show changes in my body.	***Sample Learning Targets*** • I can redo a **scene** incorporating feedback from the **audience**. • I can alter a **character** choice based on feedback from the **director**. • I can...
Indicator		

T.P NL.3.3		
I can participate collaboratively in **guided drama** experiences.		
Sample Learning Target • I can participate in a **guided drama** activity using my body. • I can participate in a **guided drama** activity using my voice. • I can participate in a **guided drama** activity using my imagination. • I can...		
Indicator Indicator T.P NL.3.4		
I can demonstrate cooperation and support as a member of an **ensemble**.		
Sample Learning Targets • I can give and take focus in a **guided drama**tic work. • I can say my lines each time it is my turn. • I can…		

Anchor Standard 4: ***I can direct and organize work for a performance to reflect specific content, ideas, skills, and media.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark T.P NL.4	Benchmark T. NMP.4	Benchmark T.P NH.4
I can identify the function of **performance** and **audience** spaces.	I can respond effectively to directions and **side coaching**.	I can explain and justify the role of the **director** in theatre.
Indicator T.P NL.4.1.	Indicator T.P NM.4.1	Indicator T.P NH.4.1
I can show the difference between **performance** and **audience** spaces.	I can respond appropriately to directions and **side coaching** given to the group as well as myself.	I can describe the function of the **director** in the theatre.
Sample Learning Targets • I can identify where the **audience** sits in various performance spaces. • I can identify where the **actor** performs in various performance spaces. • I can...	***Sample Learning Targets*** • I can adjust my facial gestures based on given directions. • I can adjust my tone of voice based on given directions.	***Sample Learning Targets*** • I can list the responsibilities of a **director**. • I can explain the function of the **director**. • I can explain how I would **cast** a production. • I can ...

Indicator T.P NL.4.2	Indicator T.P NM.4.2	Indicator T.P NH.4.2
I can define the purpose of different **performance** and **audience** spaces.	I can demonstrate simple **blocking** techniques	I can explore the basic history of directing.
Sample Learning Targets • I can identify the different **performance** spaces. • I can explain the requirements necessary for different type of performance spaces. • I can...	***Sample Learning Targets*** • I can **cheat out** towards the **audience**. • I can use different levels to create **stage** pictures. • I can...	***Sample Learning Targets*** • I can explain the basic history of a **director**. • I can research famous **director**s. • I can...

Artistic Processes: Responding- *I can interpret and evaluate how the arts convey meaning.*

Anchor Standard 5: ***I can interpret and evaluate live or recorded dramatic performances as an active audience member.***

Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark T.R NL.5	Benchmark T.R NM.5	Benchmark T.R NH.5
I can model **audience etiquette** while watching a live or recorded **performance**.	I can recognize **artistic elements** in live or recorded **performance**s.	I can recognize **artistic choices** in live or recorded **performance**s.
Indicator T.R NL.5.1	Indicator T.R NM.5.1	Indicator T.R NH.5.1
I can model appropriate **audience** behaviors for the specific **performance** type.	I can recognize that a **performance** is made of many different production elements.	I can recognize that a **performance** is made of many different artistic choices.

Sample Learning Targets • I can watch a live or recorded **performance** with appropriate **audience** engagement. • I can control my body and voice while watching a **scene** in class • I can value the work of my classmates during in class **performance**s. • I can...	***Sample Learning Targets*** • I can create a poster listing various **production elements**. • I can identify **technical elements** in a production. • I can...	***Sample Learning Targets*** • I can identify a **lighting** choice in a **scene**. • I can identify a **costume** choice for a **character** in a play. • I can identify how **pantomime** was used as an artistic choice in a **performance**. • I can...
Indicator T.R NL.5.2	Indicator T.R NM.5.2	Indicator T.R NH.5.2
I can explain why **audience etiquette** is necessary.	I can recognize that a **performance** is made of many different **theatre conventions**.	I can justify why an artistic choice was made in a theatrical **performance**.
Sample Learning Targets • I can identify appropriate theatre etiquette. • I can discuss with peers the impact of inappropriate theatre etiquette. • I can...	***Sample Learning Targets*** • I can identify a flashback within a play. • I can identify when the actor acknowledges there is an **audience** during the **performance**. • I can explain why cheating out is important.	***Sample Learning Targets*** • I can justify a casting choice. • I can justify a style of music in a **soundscape**. • I can...

Anchor Standard 6: ***I can practice theatre professionalism through observation and self-reflection.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark T.R NL.6	Benchmark T.R NM.6	Benchmark T.R NH.6
I can identify the function of the performer/ theatre artist and how it relates to the piece.	I can explain the function of a performer/theatre artist responsibilities and how they relate to the piece.	I can describe some performer/theatre artist choices in live or recorded **performance**s based on a text.
Indicator T.R NL.6.1	Indicator T.R NM.6.1.	Indicator T.R NH.6.1
I can recognize that the performer/theatre artist has a separate job from the **audience**.	I can justify why the performer/theatre artist has a separate job from the **audience**.	I can describe the responsibilities of the theatre artist through his artistic choices within the context of a live or recorded production.
Sample Learning Targets • I can list the basic responsibilities of a performer/theatre artist. • I can make a graphic organizer that depicts the role of the **audience** and the performer/theatre artist. • I can…	***Sample Learning Targets*** • I can select and match specific performer responsibilities from a list of general theatre responsibilities. • I can participate in a web quest of theatre jobs. • I can...	***Sample Learning Targets*** • I can create a poster listing the artistic choices of the theatre artist in response to a live or recorded production. • I can describe why the lighting designer selected a specific color scheme for a production. • I can...

Indicator T.R NL.6.2	Indicator T.R NM.6.2	Indicator T.R NH.6.2
I can recognize that the performer has a responsibility to the **audience**.	I can recognize how the relationship between the theatre artist and the **audience** can affect one another.	I can evaluate why **theatre artist** professionalism is necessary.
Sample Learning Targets • I can explain how the role of the performer is different in a live and recorded **performance**. • I can explain why vocal projection is important to the **audience**'s understanding of the **scene**. • I can...	***Sample Learning Targets*** • I can evaluate how the **audience** is important to this process. • I can respond to **mock scenes** that show the relationship between the theatre artist and the **audience**. • I can justify how the role of the performer is different in a live and recorded **performance**. • I can...	***Sample Learning Targets*** • I can create a list of theatre artist etiquette. • I can provide examples of theatre professionalism shown in my classroom and stage productions. • I can...
Artistic Processes: Connecting- *I can relate artistic ideas and work to personal meaning and external context.*		
Anchor Standard 7: ***I can examine the role of theatre through history and culture.***		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark T.C NL.7	Benchmark T.C NM.7	Benchmark T.C NH.7
I can recognize and demonstrate **character**s from some cultures and historical time periods.	I can relate to **character** experiences of a specific culture.	I can relate to **character** experiences of a specific historical time period.

Indicator T.R NL.7.1	Indicator T.R NM.7.1	Indicator T.R NH.7.1
I can recognize that all cultures explore theatrical elements.	I can recognize how a specific culture explores theatrical elements.	I can alter a story based on a specific time period.
Sample Learning Targets • I can identify which **character**s I want to play in a theatrical exercise. • I can explain similarities and differences between myself and the **character**. • I can…	***Sample Learning Targets*** • I can interview family members to discover cultural traditions and how they relate to the story. • I can re-**cast** the story using my family members as **character**s. • I can create an "I AM" poem for a **character**. • I can retell a story using my family and/or cultural traditions. • I can...	***Sample Learning Targets*** • I can re-create a **monologue** based on a historical **character**. • I can work as a team to brainstorm various ways of updating classical stories. • I can...

Indicator T.R NL.7.2	Indicator T.R NM.7.2	Indicator T.R NH.7.2
I can participate in **theatre games** to explore **character**s from other cultures and historical periods.	I can make cultural and personal connections between myself and my classmates.	I can alter a story based on an historical time period.
Sample Learning Targets • I can in a small group relate a **character**'s experiences to my own. I can play "Park Bench" as a historical character. • I can...	***Sample Learning Targets*** • I can present my own cultural history **monologue** to the class. • I can interview a classmate about their cultural experiences. • I can...	***Sample Learning Targets*** • I can change the time period of the story *Cinderella*. • I can alter the **character**s in an Aesop Fable based on a given historical period. • I can, after viewing the personal history **monologues**, identify similarities and differences culturally and experientially between my classmates and me • I can...

Anchor Standard 8: *I can relate theatre to other content areas, arts disciplines, and careers.*

Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark T.C NL.8	Benchmark T.C NM.8	Benchmark T.C NH.8
I can explore theatre concepts among arts disciplines other content area as well as things about theatre that interest me.	I can identify and demonstrate theatre concepts among arts disciplines, content areas and related careers.	I can apply theatre concepts among arts disciplines other content areas and related careers.

Indicator T.C NL.8.1	Indicator T.C NM.8.1	Indicator T.C NH.8.1
I can identify non-arts concepts in a theatrical work.	I can demonstrate a relationship between theatre and another subject.	I can demonstrate and describe the relationship between theatre and a concept from another subject.
Sample Learning Targets • I can recognize how **lighting** changes the **mood** of a **scene**. • I can recognize how the study of biology affects **makeup design**. • I can use **plot** structure to write a simple **scene**. • I can...	***Sample Learning Targets*** • I can define the art of theatre. • I can identify similarities and differences between theatre and other art forms. • I can explain how the specific mechanics of **lighting** can be changed to impact a **scene**. • I can...	***Sample Learning Targets*** • I can use math ratios to sketch simple scale models. • I can describe how facial anatomy can impact **makeup design**. • I can...
Indicator T.C NL.8.2	Indicator T.C NM.8.2	Indicator T.C NH.8.2
I can identify topics in theatre that interest me.	I can identify and demonstrate the skills in theatre that interest me.	I can identify specific careers in theatre.
Sample Learning Targets • I can create an informational poster about a play that interests me. • I can write an essay about a **playwright** that I choose. • I can...	***Sample Learning Targets*** • I can perform as a specific member of a theatre production team (light **design**, **costume design**, etc.) for a short **scene**. • I can complete a theatre career interest survey. • I can...	***Sample Learning Targets*** • I can share with the class the role of the **dramaturg**. • I can create a flowchart showing the responsibilities of a director. • I can...

		Indicator T.C NH.8.3
		I can describe how professional theatre artists work together.
		Sample Learning Targets • I can write in my journal how the **makeup** artist and **set design**er work together. • I can create a diagram to show how theatre jobs are related. • I can…
Anchor Standard 9: ***I can use a variety of resources to research multiple aspects of theatre.***		
Novice Low	**Novice Mid**	**Novice High**
Benchmark T.NL.C.9	Benchmark T.NM.C.9	Benchmark T.NH.C.9
I can identify familiar theatre topics as they relate to what I already know about a particular theatre topic.	I can cite sources to reinforce what I already know about a particular theatre topic.	I can recognize the value of research to improve my theatre practice.

Indicator T.C NL.9.1	Indicator T.C NM.9.1	Indicator T.C NH.9.1
I can identify familiar historical elements in a theatrical work.	I can collect sources to justify my theatre choices.	I can examine how the research of a theatre topic improves my knowledge.
Sample Learning Targets • I can look at an image and determine the historical period of the costume. historical period the **costume**s. • I can watch a **scene** and determine what historical period it is **set** in. • I can...	***Sample Learning Targets*** • I can create a list of resources on a particular theatre topic. • I can collect fabric swatches for a **costume** design. • I can...	***Sample Learning Targets*** • I can create a chart about the research process of a particular theatre topic. • I can use masks in a Greek Theatre style. • I can...
Indicator T.C NL.9.2	Indicator T.C NM.9.2	Indicator T.C NH.9.2
I can identify familiar cultural elements in a theatrical work.	I can ask and answer questions to clarify my understanding of a particular theatre topic.	I can research and analyze information from electronic and/or non-electronic sources for use in theatre activities.
Sample Learning Targets • I can look at an image of a **costume** and determine its cultural influence. . • I can watch a **scene** and determine its cultural influence. • I can...	***Sample Learning Targets*** • I can question my peers about their research. • I can participate in a Socratic Seminar about information found during the research process. • I can...	***Sample Learning Targets*** • I can...

Intermediate Theatre Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*

Anchor Standard 1: ***I can create scenes and write scripts using story elements and structure.***

Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark T.CR IL.1	Benchmark T.CR IM.1	Benchmark T.CR IH.1
I can analyze stories and **scripts** for basic **dramatic structure**.	I can write samples of a **script** using basic **dramatic structure**.	I can write short **scenes** and **monologues** using basic **dramatic structure**.
Indicator T.CR IL.1.1	Indicator T.CR IM.1.1	Indicator T.CR IH.1.1
I can classify additional elements of **dramatic structure** (i.e. **exposition, inciting incident, rising action, conflict, climax, falling action, resolution,** and **denouement**).	I can outline specific elements in my dramatic text.	I can write a short **scene** or **monologue** using proper **script** format.
Sample Learning Targets • I can compare the format of **script**s with other types of writing. • I can illustrate additional elements of **dramatic structure** from a text on a **plot** structure diagram. • I can...	***Sample Learning Targets*** • I can create a graphic organizer that clearly displays specific elements in my dramatic text. • I can illustrate elements of **dramatic structure** from my **script** on a **plot** structure diagram. • I can...	***Sample Learning Targets*** • I can write a **scene** that includes **stage directions**. • I can write a **scene** that includes multiple **character dialogue.** • I can...

Indicator T.CR IL.1.2	Indicator T.CR IM.1.2	Indicator T.CR IH.1.2
I can describe how **conflict** is the essence of drama.	I can draft specific elements in a dramatic text.	I can revise the **script** structure of a short **scene** or **monologue**.
Sample Learning Targets • I can describe an example of **conflict** in various texts. • I can explain the **conflict** correlates to **theme** of a text. • I can...	***Sample Learning Targets*** • I can construct a draft of a short **script** using specific elements (e.g. **conflict**, **theme**, **climax**, **resolution**, **setting**, **character**, and **plot**). • I can write a narrative **monologue** that contains a **conflict**. • I can...	***Sample Learning Targets*** • I can revise a draft of a detailed **scene** with a peer. • I can revise a draft of an original **monologue** incorporating feedback from the teacher. • I can...
Indicator T.CR IL.1.3	Indicator T.CR IM.1.3	Indicator T.CR IH.1.3
I can demonstrate my knowledge of proper **script format.**	I can revise specific elements in a dramatic text.	I can collaborate with **actors** to bring my short **scene** or **monologue** to life.
Sample Learning Targets • I can write **stage directions**. • I can tell a story through written **dialogue**. • I can understand the **unities** (time, place and action) of a story. • I can…	***Sample Learning Targets*** • I can self-edit my draft. • I can peer-edit my draft. • I can apply revisions and feedback to a new draft. • I can...	***Sample Learning Targets*** • I can conduct a **workshop performance** of my short **scene** or **monologue**. • I can revise my short **scene** or **monologue** based on **performance** observations. • I can...

Anchor Standard 2: ***I can design and use technical elements for improvised scenes and written scripts.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark T.CR IL.2	Benchmark T.CR IM.2	Benchmark T.CR IH.2
I can analyze stories, scripts and **performance**s to identify essential **technical elements**.	I can analyze simple dramatic texts for technical requirements and justify my choices.	I can analyze story elements in order to **design** a visual representation of a **technical element**.
Indicator T.CR IL.2.1	Indicator T.CR IM.2.1	Indicator T.CR IH.2.1
I can determine the **technical elements necessary** for a theatrical work.	I can identify **design** challenges in production for a dramatic text.	I can create a **design** from a **technical element inspired by a professional designer.**
Sample Learning Targets • I can make a **prop** list. • I can make a **costume plot**. • I can...	***Sample Learning Targets*** • I can generate a list of **design** challenges within a **script** that requires more than one **design**er. I can mark a **script** that shows sound design challenges. • I can...	***Sample Learning Targets*** • I can **design** an original male and female **costume** from a theatrical work. • I can create a model for an original **set**. • I can...

Indicator T.CR IL.2.2	Indicator T.CR IM.2.2	Indicator T.CR IH.2.2
I can examine the work of professional technical theatre artists.	I can explain and present solutions to **design** challenges in a theatrical work.	I can connect dramatic texts to reference materials in order to justify my **design**s.
Sample Learning Targets • I can write a report on a professional technical theatre **design**er to study their techniques. • I can video chat with a professional **lighting designer**. I can re-create a mask **design** from a Broadway production. • I can...	***Sample Learning Targets*** • I can create a rough sketch or outline for scenic **design** elements necessary for a technical work. I can generate a list of solutions to a sound **design** challenge in a theatrical work. • I can...	***Sample Learning Targets*** • I can compile reference materials that are specific to my theatrical work. • I can cross-reference multiple materials in order to explain my **design** choices. • I can...

Artistic Processes: Performing/Producing/Presenting- *I can produce new artistic ideas and work from a variety of materials, techniques, and processes.*		
Anchor Standard 3: ***I can act in improvised scenes and written scripts.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark T.P IL.3	Benchmark T.P IM.3	Benchmark T.P IH.5
I can experiment with physical and vocal **character**ization choices in a simple theatrical work.	I can use acting techniques to develop **character**s and create meaning in a simple theatrical work.	I can refine **character** choices using **given circumstances**, **objective**, **obstacle**s, and **tactics** in a simple theatrical work.
Indicator T.P IL.3.1	Indicator T.P IM.3.1	Indicator T.P IH.3.1
I can portray a **character** within the context of a story using my body (i.e. **pantomime**) and voice (i.e. **projection, tone, diction, rate, pitch**).	I can identify various acting techniques (i.e. sensory recall) used to make bold choices.	I can analyze a **script** to determine **given circumstances**.
Sample Learning Targets • I can participate in a theatre warm-up, exercise or game. • I can portray a **character** in a radio show. • I can portray a **character** through pantomime. • I can...	***Sample Learning Targets*** • I can participate in a discussion on how to use sensory recall. • I can research a specific acting technique and its influence on **character** development. • I can…	***Sample Learning Targets*** • I can read a text and pinpoint the **given circumstances**. • I can read a **scene** to describe the different parts of the setting. • I can...

Indicator T.P IL.3.2	Indicator T.P IM.3.2	Indicator T.P IH.3.2
I can examine the work of a professional actor or **theatre theorist** to learn their technique.	I can research and observe people to create **characters**.	I can define my **character**'s **motivation, objective**, **obstacles** and **tactics**.
Sample Learning Targets • I can create a brochure on a **theatre theorist**. • I can demonstrate the theatre theorist's technique for the class. • I can...	***Sample Learning Targets*** • I can write a journal entry on observations about those around me. • I can present my observations on a subject to my class. • I can...	***Sample Learning Targets*** • I can list the tactics for a character in a dramatic text. • I can mark a script for its units and beats. • I can…
	Indicator T.P IM.3.3	Indicator T.P IH.3.3
	I can apply different acting techniques in **improvise**d and scripted **scene**s.	I can connect **character motivation**, **objective**, **obstacle**s and **tactics** to a **performance**.
	Sample Learning Targets • I can incorporate Alienation Theory into my character development. • I can apply Viola Spolin's improvisation games to my character development. • I can...	***Sample Learning Targets*** • I can perform an improvised scene that demonstrates a character's motivation and objective. • I can rehearse a scene incorporating character obstacles to test my ideas. • I can...

Anchor Standard 4: ***I can direct and organize work for a performance to reflect specific content, ideas, skills, and media.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark T.P IL.4	Benchmark T.P IM.4	Benchmark T.P IH.4
I can distinguish between parts of the **stage** and various **performance** spaces and how they impact directing.	I can make choices about **stage** composition and simple **blocking** techniques.	I can collaborate with others in small groups to make directing choices in a theatrical work.
Indicator T.P IL.4.1	Indicator T.P IM.4.1	Indicator T.P IH.4.1
I can identify **stage** geography.	I can explore levels in the **stage** picture.	I can apply a **director**'s vision to a simple **scene**.
Sample Learning Targets • I can diagram the various **stage** areas (i.e. upstage, downstage). • I can direct classmates to move to the various **stage** areas. • I can…	***Sample Learning Targets*** • I can use levels in directing **scene**s to create focus. • I can change the original levels of a **scene** to affect **character**. • I can …	***Sample Learning Targets*** • I can lead a small group in creating a small **scene**. • I can explain my directing choices to a sound **design**er to produce sound effects (SFX) for a simple **scene**. • I can…
Indicator T.P IL.4.2	Indicator T.P IM.4.2	Indicator T.P IH.4.2
I can identify between parts of a **stage**.	I can explore movement patterns to block a simple **scene**.	I can make and explain directing choices in small groups.

Sample Learning Targets • I can label the parts of a stage (i.e. **borders**, **apron**, and **wings**). • I can direct classmates to move to the various parts of the **stage**. • I can...	***Sample Learning Targets*** • I can use **blocking** patterns and directed movement in simple **scenes**. • I can change a **blocking** pattern for to reflect different types of **stage**s. • I can...	***Sample Learning Targets*** • I can explain my directing concept clearly to my **actors** in an **open scene**. • I can create **blocking** to make my concept clear in an **open scene**. • I can...
Indicator T.P IL.4.3		
I can distinguish between different types of **performance** spaces used by **director**s.		
Sample Learning Targets • I can identify the different **performance** spaces (i.e. **arena**, **thrust**, **proscenium**). • I can explain how a **performance** on a **thrust stage** could be directed. • I can...		

Artistic Processes: Responding- *I can interpret and evaluate how the arts convey meaning.*

Anchor Standard 5: ***I can interpret and evaluate live or recorded dramatic performances as an active audience member.***

Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark T.R	Benchmark T.R	Benchmark T.R

IL.5	IM.5	IH.5
I can express my reaction to a live or recorded **performance**.	I can recognize that **artistic choices** are made to evoke particular reactions from the **audience**.	I can interpret and justify my opinion, based on the **artistic choices** made in a live or recorded **performance**.
Indicator T.R IL.5.1	Indicator T.R IM.5.1	Indicator T.R IH.5.1
I can identify what I like or dislike in a live or recorded **performance**.	I can evaluate artistic choices and their effect on the **audience** in alive or recorded performance.	I can communicate my own aesthetic and artistic preferences.
Sample Learning Targets • I can document what I like about a **performance**. • I can journal about what I do not like in a **performance**. • I can...	***Sample Learning Targets*** • I can summarize the artistic and aesthetic choices of a **director**. • I can summarize the artistic and aesthetic choices of a **costume design**er. • I can...	***Sample Learning Targets*** • I can give a presentation, highlighting my own aesthetic preferences. • I can create a **portfolio** of various art pieces that demonstrate my aesthetic preferences. • I can...
Indicator T.R IL.5.2	Indicator T.R IM.5.2	Indicator T.R IH.5.2
I can share my own likes and dislikes of **artistic choices** within a theatrical work with others.	I can evaluate and justify artistic **choices**.	I can express my opinion about a live or recorded **performance**, based on my own **aesthetic** and artistic preferences.
Sample Learning Targets • I can participate in a group discussion about a **performance**. • I can discuss with a partner my feelings about a **performance**. • I can...	***Sample Learning Targets*** • I can compare and contrast **design** choices of two productions of a specific play. • I can discuss with peers the specific artistic choices made by a **design** team.	***Sample Learning Targets*** • I can participate in a Socratic Seminar about a live or recorded **performance**. • I can participate in a virtual chatroom about a live performance. • I can...

Anchor Standard 6: ***I can practice theatre professionalism through observation and self-reflection.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark T.R IL.6	Benchmark T.R IM.6	Benchmark T.R IH.6
I can demonstrate theatre artist professionalism while participating in theatrical work.	I can explain my choices in the **rehearsal** process.	I can reflect on my **rehearsal** to figure out the next step in the production process.
Indicator T.R IL.6.1	Indicator T.R IM.6.1	Indicator T.R IH.6.1
I can use **rehearsal** time effectively.	I can describe how my **performance** choices contributed to the production process.	I can describe choices that did and did not contribute to the **rehearsal** process.
Sample Learning Targets • I can participate in **scene rehearsal**. • I can use appropriate websites to research **lighting design** techniques. • I can find swatches for a **costume design**. • I can make and adhere to a personal **rehearsal** schedule. • I can...	***Sample Learning Targets*** • I can share how my **performance** choices contributed to the production process with a partner. • I can explain how my makeup design choice enhances the characters. • I can...	***Sample Learning Targets*** • I can identify the steps in the **rehearsal** process. • I can keep a journal describing what I learned from the **rehearsal** process. • I can...

Indicator T.R IL.6.2	Indicator T.R IM.6.2	Indicator T.R IH.6.2
I can prepare for rehearsal.	I can describe how choices in **stagecraft** contributed to the production process.	I can plan the next step in my **rehearsal** process.
Sample Learning Targets • I can memorize my lines for a **scene**. • I can develop the **backstory** for my **character**. • I can...	***Sample Learning Targets*** • I can justify directions to an actor. • I can, as the playwright, justify **given circumstances** to further the **plot**. • I can...	***Sample Learning Targets*** • I can create an outline showing my plan for the next steps I will take in the **rehearsal** process. • I can, as a **director**, create a **rehearsal** schedule. • I can, as a **design**er, create a mask for an actor incorporating production specifications. • I can…
Indicator T.R IL.6.3		
I can use **theatre equipment** safely.		
Sample Learning Targets • I can safely use a sewing machine to construct a simple costume piece. • I can safely use a glue gun to build a prop. • I can …		

Artistic Processes: Connecting - *I can relate artistic ideas and work to personal meaning and external context.*		
Anchor Standard 7: ***I can examine the role of theatre through history and culture.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark T.C IL.7	Benchmark T.C IM.7	Benchmark T.C IH.7
I can examine the role of theatre within a specific culture and/or historical time period.	I can research the role of theatre within a specific culture and/or historical time period and present what I discovered.	I can create a simple **scene** or project by applying **character**istics from a specific culture or historical time period.
Indicator T.R IL.7.1	Indicator T.R IM.7.1	Indicator T.R IH.7.1
I can create simple **scene**s/projects using my knowledge of a specific culture or historical time period.	I can read a visual or **aural** text from another culture to create a simple **scene** or project.	I can create a simple **scene**/project using another historical period as an inspiration.
Sample Learning Targets • I can create Greek masks. • I can develop a production poster advertising a Restoration comedy. . • I can...	***Sample Learning Targets*** • I can listen to traditional Chinese music and create a Chinese New Year parade. • I can examine a photograph from the 1920s and create a **monologue**. • I can...	***Sample Learning Targets*** • I can examine a clothing item and create a story about the **character** who wears it. • I can examine an artifact to create a **character monologue**. • I can...

Indicator T.R IL.7.2	Indicator T.R IM.7.2	Indicator T.R IH.7.2
I can examine the role of theatre within my own culture and time period.	I can participate in **theatre games** to explore **character**s from other cultures and historical periods.	I can make cultural and personal connections between myself and my classmates.
Sample Learning Targets • I can bring in clothing from my culture or family's tradition to share with the class and tell its story. • I can work in small groups to tell a folktale from my culture or family history. • I can...	***Sample Learning Targets*** • I can create a **scene** using the Renaissance as inspiration. • I can create a passport inspired by a piece of music from another culture. • I can...	***Sample Learning Targets*** • I can create a **scene** based on my understanding of the historical period. • I can create a **tableau** using a **theme** from a social studies class as inspiration. • I can...
Anchor Standard 8: ***I can relate theatre to other content areas, arts disciplines, and careers.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark T.C IL.8	Benchmark T.C IM.8	Benchmark T.C IH.8
I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied in a theatre career.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied in a theatre career.	I can analyze the concepts and materials used among arts disciplines, other content areas and how they are used in a theatre career.

Indicator T.C IL.8.1	Indicator T.C IM.8.1	Indicator T.C IH.8.1
I can apply theatre concepts to other arts disciplines and content areas.	I can examine the relationship between theatre and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to work in theatre.
Sample Learning Targets • I can create a **lighting** plot for a dance piece. • I can writea **scene** featuring prominent individuals from the Revolutionary War. • I can...	***Sample Learning Targets*** • I can portray **character**s based on an instrumental musical selection. • I can read a visual or **aural** text from another art area for meaning. • I can...	***Sample Learning Targets*** • I can participate in a Socratic Seminar about the value of good communication for a **director**. • I can apply animal habitat and biology to a realistic animal **makeup design**. • I can...
Indicator T.C IL.8.2	Indicator T.C IM.8.2	Indicator T.C IH.8.2
I can identify specific skills required for various careers in theatre.	I can demonstrate and describe the skills needed for careers in theatre.	I can research topics about careers in theatre that interest me.
Sample Learning Targets • I can explain why a **costume design**er would need to be good at math/measurements. • I can explain the difference between color mixing in light and pigment. • I can...	***Sample Learning Targets*** • I can use accounting principles to plan a fundraising event. • I can **design costume**s for a dance piece. • I can recreate a well-known artwork through **lighting.** • I can...	***Sample Learning Targets*** • I can create a **portfolio** of a specific **costume design**er's body of work. • I can present a collage of work from specific auteur **director**. • I can...

	Indicator T.C IM.8.3	
	I can design effective marketing and informational materials for a dramatic production.	
	Sample Learning Targets • I can **design** a promotional poster for a production that includes time, date, ticket price, title of show, etc. • I can **design** a playbill for a production. • I can…	

Anchor Standard 9: ***I can use a variety of resources to research multiple aspects of theatre.***

Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark T.C IL.9	Benchmark T.C IM.9	Benchmark T.C IH.9
I can compare and contrast evidence from credible sources to analyze a particular theatre topic.	I can examine evidence from credible texts to support analysis of a particular theatre topic.	I can interpret evidence from credible texts to form an opinion on a particular theatre topic.

Indicator T.C IL.9.1	Indicator T.C IM.9.1	Indicator T.C IH.9.1
I can collect available print and non-print resources for a topic.	I can examine available resources to find those with the most pertinent information.	I can utilize credible sources to extract information about a theatre topic.
Sample Learning Targets • I can create a **stage makeup morgue** using images from web sources. I can gather gels for a **lighting** design. • I can...	***Sample Learning Targets*** • I can create a PowerPoint of multiple resources I used on a particular theatre topic. • I can select the most effective gels to create a specific look for a **scene**. • I can...	***Sample Learning Targets*** • I can examine Roman statues for a **costume design**. • I can examine Renaissance paintings for a **lighting design**. • I can...
Indicator T.C IL.9.2	Indicator T.C IM.9.2	Indicator T.C IH.9.2
I can examine resources for information about a particular theatre topic.	I can identify what makes a source credible.	I can express my own opinions about a theatrical topic while citing information from multiple credible sources.
Sample Learning Targets • I can use print sources (books, newspapers, magazines, etc.) to create a plan for a **set design**. • I can take a virtual field trip to examine puppetry throughout history. • I can...	***Sample Learning Targets*** • I can generate a list of criteria for credible research sources. • I can determine which sources provide credible information. • I can...	***Sample Learning Targets*** • I can compare my own opinion about a theatrical topic to information found during research. • I can defend my opinion in a mock debate on Shakespeare's authorship. • I can...

Indicator T.C IL.9.3	Indicator T.C IM.9.3	
I can use resources to answer my questions about a theatre topic.	I can examine sources of collected research information for their credibility.	
Sample Learning Targets • I can use specific web searches to find information about **lighting** design. • I can read theatre reviews to determine which play to attend. • I can...	***Sample Learning Targets*** • I can defend my credible research sources through a list of criteria. • I can analyze video clips of different actors' portrayals of Puck in *A Midsummer Night's Dream*. • I can…	

Advanced Theatre Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*

Anchor Standard 1: ***I can create scenes and write scripts using story elements and structure.***

Advanced Low	Advanced Mid	Advanced High
Benchmark T.CR AL.1	Benchmark T.CR AM.1	Benchmark T.CR AH.1
I can write and revise a scripted theatrical work focusing on **style**, **genre**, form and **theatre conventions**.	I can adapt and revise a scripted theatrical work focusing on **style**, **genre**, form and **theatre conventions**.	I can reimagine and revise a scripted theatrical work focusing on **style**, **genre**, form and **theatre conventions**.
Indicator T.CR AL.1.1	Indicator T.CR AM.1.1	Indicator T.CR AH.1.1
I can write a scripted dramatic work focusing on **style**, **genre**, form and **theatre conventions**.	I can adapt a dramatic work focusing on **style**, **genre**, form and **theatre conventions**.	I can reimagine a scripted dramatic work focusing on **style**, **genre**, form and **theatre conventions**.
Sample Learning Targets • I can compare and contrast different **styles**, **genres**, forms and **theatre conventions** in **theatre**. • I can use my knowledge of **style**, **genre**, forms and **theatre conventions** to write an original theatrical work. • I can...	***Sample Learning Targets*** • I can compare and contrast adapted works with its original work. • I can use my knowledge of **style**, **genre**, forms and **theatre conventions** to write an adapted work. • I can...	***Sample Learning Targets*** • I can compare and contrast derivative works with its original work. • I can use my knowledge of **style**, **genre**, forms and **theatre conventions** to write a reimagined work. • I can...

Indicator T.CR AL.1.2	Indicator T.CR AM.1.2	Indicator T.CR AH.1.2
I can evaluate a scripted theatrical work for areas that need improvement.	I can evaluate an adapted **script** for areas that need improvement.	I can evaluate a **reimagined theatrical work** for areas that need improvement.
Sample Learning Targets • I can differentiate between strong and weak choices within my scripted work. • I can prioritize the corrections that need to be made within my scripted work. • I can...	***Sample Learning Targets*** • I can differentiate between strong and weak written choices within my adapted work. • I can prioritize the corrections that need to be made within my adapted work. • I can...	***Sample Learning Targets*** • I can differentiate between strong and weak written choices within my reimagined work. • I can prioritize the corrections that need to be made within my scripted work. • I can...
Indicator T.CR AL1.3	Indicator T.CR AM1.3	Indicator T.CR AH1.3
I can revise a scripted theatrical work focusing on **style**, **genre**, form and **theatre conventions**.	I can revise an adapted **script** focusing on **style**, **genre**, form and **theatre conventions**.	I can revise a reimagined theatrical work focusing on **style**, **genre**, form and **theatre conventions**.
Sample Learning Targets • I can self-edit my original scripted theatrical work focusing on **style**. • I can peer-edit my original scripted theatrical work focusing on **genre**. • I can...	***Sample Learning Targets*** • I can self-edit my adapted theatrical work. • I can peer-edit my adapted theatrical work. • I can...	***Sample Learning Targets*** • I can self-edit my **reimagined theatrical work**. • I can peer-edit my **reimagined theatrical work**. • I can...

		Indicator T.CR AH.1.4
		I can collaborate with **actors** to bring my theatrical work to life.
		Sample Learning Targets • I can conduct a workshop of my theatrical work. • I can lead a table read of my original scripted work. • I can…
Anchor Standard 2: ***I can design and use technical elements for improvised scenes and written scripts.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark T.CR AL.2	Benchmark T.CR AM.2	Benchmark T.CR AH.2
I can analyze and identify technical requirements in a complex dramatic text and justify my choices.	I can construct original **design**s that support a dramatic text.	I can collaborate as part of a **design team** to construct original theatrical **design**s that support a dramatic text.

Indicator T.CR AL.2.1	Indicator T.CR AM.2.1	Indicator T.CR AH.2.1
I can examine a complex text for its **technical elements**.	I can make **artistic choices** incorporating production history and other research, and apply them to a complex **design**.	I can integrate my original **design**s into the overall production vision.
Sample Learning Targets • I can read a complex text to select **lighting** elements. • I can read a complex text to select sound elements. • I can...	***Sample Learning Targets*** • I can create a budget for my **lighting design**. • I can research previous productions of a dramatic text. • I can justify my complex **design** choices based my research. • I can...	***Sample Learning Targets*** • I can create a production budget with the **design team**. • I can alter my **scenic design** choices after a discussion with the production team. • I can...
Indicator T.CR AL.2.2	Indicator T.CR AM.2.2	Indicator T.CR AH.2.2
I can *examine* the relationship of my **design**s with direction, **actor abilities** and other **technical elements**.	I can construct original **design**s from my renderings using available resources.	I can adapt my **design** to the needs of the production.
Sample Learning Targets • I can communicate the vision and logistics of my **set design** to the **actors**. • I can communicate the vision and logistics of my **set design** to the **director**. • I can participate in a mock **design** team meeting.	***Sample Learning Targets*** • I can select fabric swatches that compliment my original **costume design**. • I can construct a scale model of a **set**. • I can...	***Sample Learning Targets*** • I can participate in a discussion about the production needs. • I can defend my **design** choices. • I can revise my **design**s to fit the needs of the production. • I can...

		Indicator T.CR AH.2.3
		I can collaborate to construct technical elements using available resources for a production.
		Sample Learning Targets • I can collaborate with the stage crew to construct a **set**. • I can collaborate with the seamstress to construct my **costume design**. • I can...
Artistic Processes: Performing/Producing/Presenting- *I can produce new artistic ideas and work from a variety of materials, techniques, and processes.*		
Anchor Standard 3: ***I can act in improvised scenes and written scripts.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark T.P AL.3	Benchmark T.P AM.3	Benchmark T.P AH.3
I can use a number of **styles** and genres to portray complex **character**s.	I can use essential text information, research and the **director**'s concept to influence **character** choices in a complex theatrical work.	I can apply a variety of researched acting techniques to seamlessly sustain **character** in a complex theatrical work.

Indicator T.P AL.3.1	Indicator T.P AM.3.1	Indicator T.P AH.3.1
I can identify different **styles** and **genres** appropriate to my **character** in a theatrical work.	I can identify essential text information in a play.	I can synthesize my knowledge of acting techniques to create a complex **character.**
Sample Learning Targets • I can define a number of **styles** and genres of **theatre** based on their **character**istics. • I can perform a **scene** in two different theatrical styles. • I can...	***Sample Learning Targets*** • I can create a **character** breakdown from the text. • I can mark a complex **script** for its **units** and **beats**. • I can...	***Sample Learning Targets*** • I can explore a variety of acting techniques in **rehearsal** to refine my **character**. • I can select a final acting technique to deepen my **character**ization in keeping with the style of the production. • I can...
Indicator T.P AL.3.2	Indicator T.P AM.3.2	Indicator T.P AH.3.2
I can use my research of different **styles** and genres of theatre to sustain my **character**.	I can examine research materials to inform and sustain **character** choices.	I can demonstrate artistic discipline to sustain my **character** choices throughout the entire performance.
Sample Learning Targets • I can compare and contrast two styles of **theatre**. • I can compare and contrast two genres of **theatre**. • I can...	***Sample Learning Targets*** • I can examine the historical context of a play to sustain **character** choices. I can examine the cultural context of a play to sustain **character** choices. • I can...	***Sample Learning Targets*** • I can prepare myself both physically and mentally for a **performance.** • I can maintain dual consciousness throughout my **performance**. • I can...

Indicator T.P AL.3.3	Indicator T.P AM.3.3	Indicator T.P AH.3.3
I can incorporate different styles and genres into my **character** choices.	I can incorporate the **director**'s vision into my **character** choices.	I can apply a variety of researched acting techniques to seamlessly sustain **character** in a complex theatrical work.
Sample Learning Targets • I can play the same **scene** using two different styles of theatre. • I can play a **character** in a **scene** from a particular genre of theatre. • I can...	***Sample Learning Targets*** • I can follow direction even if I don't agree with it. • I can consult with the **director** in a **character** conference. • I can...	***Sample Learning Targets*** • I can synthesize my knowledge of acting techniques to create a complex **character** during a **performance**. I can apply a particular acting technique for the run of a production. I can…
		Indicator T.P AH.3.4
		I can explore a variety of **acting techniques** in **rehearsal** to refine my **character**.
		Sample Learning Targets • I can select a final acting technique to deepen my **character**ization in keeping with the style of the production. • I can demonstrate artistic discipline to sustain my **character** choices throughout the entire **performance** using a specified acting technique. • I can…

Anchor Standard 4: ***I can direct and organize work for a performance to reflect specific content, ideas, skills, and media.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark T.P AL.4	Benchmark T.P AM.4	Benchmark T.P AH.4
I can explain and justify the role of **production staff** in unifying the **director**'s vision.	I can direct short **scene**s incorporating simple techniques (i.e. **blocking**, **theme**, and **character**ization).	I can direct a complex theatrical piece by: interpreting, applying and justifying artistic choices regarding **stage** movement, **character** development, language, **theme** and technical elements.
Indicator T.P AL.4.1	Indicator T.P AM.4.1	Indicator T.P AH.4.1
I can identify the roles of members of the production team.	I can mark a **script** as a **director**	I can mark a one act or longer piece as a **director**.
Sample Learning Targets • I can create an organizational chart detailing the production teams. • I can write my **director**ial vision for a theatrical work. • I can…	***Sample Learning Targets*** • I can clearly present a concept (**director**'s vision) using justification from a **script**. • I can mark the **costume** changes of **actors** in my **script**. • I can...	***Sample Learning Targets*** • I can make notes on primary **blocking** for a **one-act** or longer piece. • I can create a **rehearsal** schedule for my **actors.** • I can....

Indicator T.P AL.4.2	Indicator T.P AM.4.2	Indicator T.P AH.4.2
I can justify why each member of the production team is important to a successful production.	I can pre-block a simple **scene**.	I can research **theme**s and ideas drawn from a detailed reading of a script.
***Sample Learning Target*s** • I can explain how each production team member works together to create a show. • I can explain how the **costume** and **makeup** designers work together to enhance **character**s based on the **director**ial concept. • I can…	***Sample Learning Targets*** • I can diagram a **scene** using **blocking**. • I can rehearse with **actors** to experiment with **blocking** choices. • I can present a **scene** in class that I have directed. • I can...	***Sample Learning Targets*** • I can present my directing concept to the class. • I can research **theme**s incorporating honesty for my play. • I can...
Indicator T.P AL.4.3	Indicator T.P AM.4.3	Indicator T.P AH.4.3
I can explain the relationship between the **director** and production team.	I can direct **actors** to create effective **blocking**, focus, and **stage** business and to deepen **character**ization.	I can explain and justify my concept to a production team.
Sample Learning Targets • I can role play the relationship between the **director** and the **production team** during a production. • I can explain how **lighting** and sound **design**ers work together to create a show based on the **director**ial concept.	***Sample Learning Targets*** • I can present my work in class, for an invited **audience**, or for the community. • I can lead a talk-back of my work for an **audience**. • I can...	***Sample Learning Targets*** • I can lead a **rehearsal** in front of the class. • I can meet with my **lightning design**er to explain my **lightning** concepts. • I can…

		Indicator T.P AH.4.4
		I can direct a complex theatrical piece by: interpreting, applying and justifying artistic choices regarding **stage** movement, **character** development, language, **theme** and **technical elements.**
		Sample Learning Targets • I can mark a **one act** or longer piece as a **director**. • I can prepare **director**'s **promptbook** (**set**, **costume**, **props**, etc.). • I can…

Artistic Processes: Responding- *I can interpret and evaluate how the arts convey meaning.*

Anchor Standard 5: ***I can interpret and evaluate live or recorded dramatic performances as an active audience member.***

Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark T.R AL.5	Benchmark T.R AM.5	Benchmark T.R AH.5
I can critique a live or recorded **performance** based the skills and techniques of the **theatre artists**.	I can construct and analyze social meaning, **theme**s, and ideas from theatre **performance**s and dramatic texts.	I can construct and analyze personal meaning within the context of the **performance** and the world of theatre.

Indicator T.R AL.5.1	Indicator T.R AM.5.1	Indicator T.R AH.5.1
I can evaluate **artistic elements** in a live or recorded **performance**.	I can evaluate a text or watch a **performance** and summarize recurring and overall **themes**.	I can evaluate a text or watch a **performance** for personal meaning.
Sample Learning Targets • I can summarize all of the **artistic elements** that are available for **critique** for a live **performance**. • I can view a live **performance** and provide feedback for possible areas of improvement. • I can...	***Sample Learning Targets*** • I can read a short play and summarize the overall **theme**. • I can watch a play and summarize the overall **theme**. • I can...	***Sample Learning Targets*** • I can watch a play for its **cathartic** experience. • I can infer artistic intent for a particular **performance**. • I can evaluate the success of artistic intent in a **performance**. • I can...
Indicator T.R AL.5.2	Indicator T.R AM.5.2	Indicator T.R AH.5.2
I can develop **objective** and subjective criteria and vocabulary in which to evaluate a **performance**.	I can evaluate a **performance** or dramatic text's **theme**s in relation to social, historical and cultural context.	I can write a detailed evaluation of a full length live or recorded **performance**, critiquing the effect it had on me.
Sample Learning Targets • I can create a checklist of items to assess in a **critique** of a production. • I can evaluate samples of theatre **critique**s. • I can...	***Sample Learning Targets*** • I can discuss how the **theme** of a play relates to social contexts. • I can discuss how the **theme** of a play relates to historical contexts. • I can...	***Sample Learning Targets*** • I can write a **critique** on a live **performance**, incorporating my own **aesthetic preferences**. • I can write a **critique** for a recorded **performance**, incorporating my own **aesthetic preferences**. • I can…

Anchor Standard 6: ***I can practice theatre professionalism through observation and self-reflection.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark T.R AL.6	Benchmark T.R AM.6	Benchmark T.R AH.6
I can justify a list of strategies to improve my **rehearsal** and **performance**.	I can collaborate in an ensemble contributing to a positive work environment.	I can synthesize the work of others and myself in production to deepen my technique for future projects.
Indicator T.R AL.6.1	Indicator T.R AM.6.1	Indicator T.R AH.6.1
I can evaluate my techniques in **rehearsal** and **performance**.	I can evaluate how my artistic choices affect the roles of others around me.	I can evaluate and reflect on my commitment and work ethic during a theatre production/project.
Sample Learning Targets • I can participate in an interview with the **director** to solve challenges that arise during a **rehearsal**. • I can evaluate the best place for me to call the show as the **stage** manager. • I can...	***Sample Learning Targets*** • I can memorize my lines in a timely manner. • I can share a well-developed **backstory** for my **character** based on my research and discussion with the **director**. • I can share a well-developed **design** plan based on the world of the play in discussion with other **design**ers. • I can...	***Sample Learning Targets*** • I can write a self-reflection my job collaborating in a production. • I can compile a **portfolio** evidencing my growth as a theatre artist. • I can advocate for a local theatre program in a school. • I can participate in a **post-mortem** after a production. • I can...

Indicator T.R AL.6.2	Indicator T.R AM.6.2	Indicator T.R AH.6.2
I can predict and justify how my **artistic choices** will improve the final **performance**.	I can assist others in the production process.	I can reflect and evaluate the professionalism of production members in order to strengthen my technique in future productions.
Sample Learning Targets • I can justify the next steps in the **rehearsal** process in order to contribute to the overall success of the production. • I can write a journal entry analyzing my role in the production. • I can organize a **prompt** book to contribute to the flow of the production. • I can...	***Sample Learning Targets*** • I can assist others learn lines for a production. • I can assist others in their **makeup** choices for a production. • I can...	***Sample Learning Targets*** • I can document how collaborating as an **ensemble** member improves my appreciation for the art of theatre. • I can perform as a theatre artist in future productions using skills I have gained from others. • I can...

Artistic Processes: Connecting - *I can relate artistic ideas and work to personal meaning and external context.*		
Anchor Standard 7: ***I can examine the role of theatre through history and culture.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark T.C AL.7	Benchmark T.C AM.7	Benchmark T.C AH.7
I can explore the influence of historical events and cultural traditions on contemporary theatrical works.	I can examine the way theatre continues to influence history and culture.	I can create, analyze, and perform a theatrical work based on multiple historical and cultural traditions.
Indicator T.R AL.7.1	Indicator T.R AM.7.1	Indicator T.R AH.7.1
I can research how other cultures influence theatre today.	I can compile evidence showing the influence of theatre on modern culture.	I can create a production concept for a complex theatrical work respectfully incorporating aspects of other cultures, global issues, and other historical periods.
Sample Learning Targets • I can justify historical elements used in a production. • I can work with **actors** to incorporate various multicultural narratives in **rehearsal**. • I can...	***Sample Learning Targets*** • I can identify terminology that is rooted in theatre vocabulary. (Ex: words created by Shakespeare) • I can recognize theatre archetypes found in modern culture. • I can…	***Sample Learning Targets*** • I can justify a production idea through the issues addressed in the piece, the cultural elements, and historical periods used in a **production meeting**. • I can work with **actors** to incorporate the global issues, aspects of different cultures and different historical periods into my theatrical work. • I can work with **actors** to incorporate various theatrical styles and genres into my work.

Indicator T.R AL.7.2	Indicator T.R AM.7.2	Indicator T.R AH.7.2
I can alter a story based on an historical time period.	I can examine the role of theatre within my own culture and time period.	I can participate in **theatre games** to explore **character**s from other cultures and historical periods.
Sample Learning Targets • I can collaborate with peers to create a play **set** in the future. • I can incorporate revisions into a final **performance**. • I can...	***Sample Learning Targets*** • I can collaborate with peers to brainstorm ways that the musical *Hamilton* will influence future cultures. • I can incorporate revisions into a final **performance**. • I can...	***Sample Learning Targets*** • I can participate in **tableau** exercises based on a historical text/image. • I can participate in a "Hot Seat" game as a **character** from a different culture. • I can...
Anchor Standard 8: ***I can relate theatre to other content areas, arts disciplines, and careers.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark T.C AL.8	Benchmark T.C AM.8	Benchmark T.C AH.8
I can explore how theatre is the synthesis of the arts and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values and location influence theatre and the need for theatre related careers.	I can research and analyze societal, political, and cultural issues as they relate to other arts and content areas and apply to my career interests.

Indicator T.C AL.8.1	Indicator T.C AM.8.1	Indicator T.C AH.8.1
I can explain how various arts content areas are used in theatre.	I can explore a theatre related careers in various economic conditions, cultural values, and locations.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work.
Sample Learning Targets • I can explain how art theory and history is applied to a specific production (i.e., *Sunday in the Park with George*). • I can select music pieces to support/enhance a short **scene**. • I can...	***Sample Learning Targets*** • I can compare and contrast performances within my local theatre community. • I can research careers in TV and film. • I can explain the role of theatre in another culture. • I can...	***Sample Learning Targets*** • I can collaborate with my peers to create a work based on a current political issue. • I can write a short play based on a current cultural issue. • I can...
Indicator T.C AL.8.2	Indicator T.C AM.8.2	Indicator T.C AH.8.2
I can identify the skills, training, and education necessary to pursue a career in theatre that interests me.	I can investigate opportunities that will lead me to a career in theatre.	I can demonstrate skills necessary for a career in theatre.
Sample Learning Targets • I can work with an accountant to create a budget for a theatrical project. • I can create a **stage** manager's **prompt** book. • I can interview a theatre professional. • I can...	***Sample Learning Targets*** • I can research classes and workshops available for specific theatre techniques and skills. • I can discover acting opportunities in my community. • I can...	***Sample Learning Targets*** • I can explain the process for becoming a member of a professional industry organization or union. • I can create my own theatrical resume. • I can prepare a **portfolio** of my technical theatre work/**design**s. • I can...

	Indicator T.C AM.8.3	Indicator T.C AH.8.3
	I can demonstrate my collaboration with other artists.	I can demonstrate my readiness for a college or career path.
	Sample Learning Targets • I can collaborate with others to present my multi-disciplinary theatrical piece/project to an **audience**. • I can participate in a production meeting. • I can...	***Sample Learning Targets*** • I can prepare **monologue**s for a college/career **audition**. • I can create a **design portfolio**. • I can provide my **résumé** to industry personnel. • I can...

Anchor Standard 9: *I can use a variety of resources to **research** multiple aspects of theatre.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark T.C AL.9	Benchmark T.C AM.9	Benchmark T.C AH.9
I can justify the role of a **dramaturg** for a theatrical work.	I can assume the role of a **dramaturg** for a theatrical work.	I can defend **dramaturg**ical choices for a theatrical work.
Indicator T.C AL.9.1	Indicator T.C AM.9.1	Indicator T.C AH.9.1
I can identify the necessary skills needed by a **dramaturg**.	I can use credible sources to research information for a theatrical work.	I can collaborate with theatre artists to assemble a theatrical work that incorporates budget, schedule and publicity.
Sample Learning Targets • I can research how a **dramaturg** finds information. • I can present a report on a famous **dramaturg**. • I can...	***Sample Learning Targets*** • I can use web searches and printed texts to learn about the time period in which a dramatic text is **set**. • I can use multiple biographies to gather information about a **playwright**. • I can...	***Sample Learning Targets*** • I can discuss **dramaturg**ical elements with a production team. • I can function as a producer during a **production meeting**. • I can...

Indicator T.C AL.9.2	Indicator T.C AM.9.2	Indicator T.C AH.9.2
I can explain how a **dramaturg** works with other theatre professionals in theatrical work.	I can apply research from print and non-print sources to plan theatrical work.	I can collaborate with other theatre professionals to apply **dramaturg**ic research to a theatre work.
Sample Learning Targets • I can role-play a conversation between a **dramaturg** and an actor during the production process. • I can interview a theatre professional about a **dramaturg**'s influence on their production. • I can...	***Sample Learning Targets*** • I can use multiple credible sources to find historical information about a dramatic text. • I can write a production history for a performance. • I can...	***Sample Learning Targets*** • I can present **dramaturg**ical research about a theatrical work to a committee of theatre artists. • I can consult with the wig and **makeup designer** in order to produce historically accurate construction. I can...
Indicator T.C AL.9.3	Indicator T.C AM.9.3	
I can research and analyze examples of **dramaturg**y.	I can compile research for a theatrical work into a presentation for other theatre professionals.	
Sample Learning Targets • I can examine the work of professional **dramaturg**es and discuss their merits. • I can dissect a theatre review for its **dramaturg**ical content. • I can...	***Sample Learning Targets*** • I can compile research about a dramatic text into a **portfolio**. • I can present a historically accurate prop for a production. • I can...	

Indicator T.C AL.9.4		
I can identify current technologies that are available for use in theatrical productions.		
Sample Learning Target • I can use current theatre apps (*Article Search or Library of Congress Virtual Tour*) to complete **dramaturg**ical research. • I can evaluate various sound programs for my theatre department. • I can...		

Theatre Glossary

Actors' Equity Association (AEA) The U.S. labor union that represents Actors and Stage Managers.

Actor Abilities The strengths of the actor in relation to the actor's tools of imagination, the actor's body (movement and gesture), and the actor's voice.

Actor Tools A term used to describe the combination of an actor's voice, mind and body to play a role.

Actors The people in a play or dramatic work who portray the characters. This may be done through thought, action, dialogue, costumes, and makeup.

Aesthetic Preferences Artistic choices which give meaning and clarity to a production. Each theatre artist makes choices to contribute to the audience's experience through collaboration with the other members of the production.

Apron The flat wide part of the proscenium or thrust stage projecting into the audience and used as an acting area.

Arena A type of stage where the audience surrounds the acting area.

Artistic Choices Elements of a production that are distinctive to the vision of a particular production member (ex: character, lighting, set, directing choices).

Audience The group of people attending a performance.

Audience Etiquette The established practices and behavior that reinforce the community experience of theatre for all who attend performances.

Audition The process by which a performer reads for a part in a play.

Aural Pertaining to sound or what is heard.

Backstory Part of the given circumstances and used by actors for motivation for their characters.

Beats The timing or movement of the dialogue in a script, often denoted by a pause in speaking.

Blocking The patterns and arrangement of actors' movements on stage with respect to each other and the performance space. Often referred to as "staging."

Borders Wide, short draperies that span the width of the stage; these are used to mask lights and scenery that have been raised into the fly loft. Legs and borders are typically made from a heavy, light absorbing material similar to that of other stage drapes. Typically, a set of two legs, one on each side of the stage, and one border, is used to form a complete masking "frame" around the stage. Several such sets of legs and borders are typically employed at varying distances upstage from the proscenium.

Cast (v.) To select specific actors for character portrayal in a play or dramatic work (n.). The term given to describe the actors in a play or dramatic work.

Catharsis The purification or purgation of the strong emotions (such as pity and fear) that a tragedy creates in the audience, as explained by Aristotle in the *Poetics*.

Character The personality in a play or dramatic work. A character may be portrayed by an actor and developed through thought, action, dialogue, costumes, and makeup.

Character Conference The process of a director sitting down with an actor to discuss the various physical and vocal choices that the actor will apply to a character during his/her performance.

Character Qualities Characteristics which include social, physical, and emotional qualities of a character in a play or scene.

Cheat Out To turn your face or entire body out to the audience to be seen better without completely turning so it still looks natural.

Choreographer The person who designs dance compositions and arranges dance movements and patterns.

Climax The turning point in the conflict that forms the basis of the plot structure of a play.

Conflict The struggle between two opposing forces usually a protagonist and antagonist.

Costume Clothing worn by actors to portray specific characters.

Critique The analytical examination of a theatre performance, including such aspects as the skill and effectiveness of the individual actors, the cohesiveness of such collective elements as stage properties and lighting, and the overall literary merit of the play.

Denouement (French word) A series of happenings or events that follow the falling action of a play and bring resolution and allow for catharsis of a character.

Design (1) Any number of terms relating to the goals and purpose of theatrical design. (2) The fundamental descriptors used to communicate and evaluate the elements of design—for example, unity, emphasis, balance, line, shape, color, texture.

Design team A group of designers responsible for creating the look and feel of a production.The team generally includes set, lighting, sound, costume, properties, and makeup designers.

Dialogue The conversation between two or more characters in a play.

Director The person who oversees the entire process of staging a production. The director is a member of the ensemble charged with interpreting the text and conveying a central concept or theme through the use of the elements of theatre.

Dramatize To bring a story and/or character to life in a scene, play, or other dramatic work.

Dramaturg The person who provides specific in-depth knowledge of historical conventions, sources, context and literary resources pertaining to a particular production to a director, producer, Theatre company, or even the audience.

Ensemble A coordinated group of actors who work together for the common goal of a successful performance.

Exposition Introduces background information, establishes the setting, and presents important characters to the audience.

Falling Action The series of events in a play that follow the climax and the resolution of the conflict.

Given Circumstances The "who," "what," "where," "when," and "why" of a particular moment, scene, or play. Most often, the term is used in acting coaching or critique in relation to an actor's understanding of his or her character's situation and motivation.

Guided Drama A scene, play or drama activity that is led by a teacher or instructor.

House Describes the audience as a whole or where the audience sits in the auditorium.

Improvise/Improv A spontaneous style of theatre in which scenes are created without advance rehearsing or scripting. (Adjective form, "improvised").

Inciting Incident The event that begins the conflict of the play and builds to the climax. Sets the central conflict onto motion.

Lighting The illumination of the performance dictated by the given circumstances of the play, including the source of light, the time of day, the mood of the play, as well as the specific requirements of the scenic design (for example, the areas to be lit).

Makeup Body paint or prosthetics worn by actors to portray specific characters and their traits.

Mime The art of showing a character or telling a story through movement and gestures non-verbally.

Mock Scenes Sample scripts/scenes used for rehearsal/educational purposes and not for a formal performance.

Monologue A speech made by a single character. In classical plays, monologues are delivered to another character or characters.

Mood The overall feeling or tone of a play/scene (this can be communicated through technical elements such as lighting, sound, scenery, costume; or through acting and script elements).

Morgue A collection of photos and clippings that create a reference file for makeup, costumes, props.

Motivation The justification or reason for a particular action taken by the character.

Narrative An oral or written sequence of events (story).

Objective The specific "want" or "need" of one character. The success is dependent on his or her overcoming the particular obstacles presented in the moment, scene, or play or on the actions of other character.

Obstacle The specific objects, thoughts, other characters, etc. that are stopping a character from fulfilling his or her objective.

One-Act A play that consists of multiple scenes, but only one act.

Open Scene (*also called Contentless scenes, Ambiguous scenes, Elliptical scenes, Spare scenes, Skeletal scenes)* Are exercises for acting classes.As their name suggests, they contain dialogue that is open to many interpretations; the lines are intentionally ambiguous, suggesting no particular plot or intentions.

Pantomime The art of acting without words through facial expression and gesture.

Performance Referring to the production of a play or dramatic work, or the specific acting/technical job of a production member in a play.

Playwright The person responsible for writing plays for performance in the theatre.

Plot The main events of a play or scene, written or improvised created by the playwright or improvisers.

Portfolio A collection of student work serving to showcase and document an artists' accomplishments.

Post-Mortem A way of critically evaluating the work of a production after the show closes so that each participant can use it as a learning experience for future improvement.

Production Elements Technical elements selected for use in a specific production, including sets, sound, costumes, lights, music, props, and makeup, as well as elements specific to the production such as puppets, masks, special effects, or other story telling devices/concepts.

Production Staff A group of theatre practitioners who work together to create a performance. Production teams are often comprised of a director, stage manager, lighting designer, sound designer, costume designer, scenic designer, and publicity staff.

Production Team/Meeting The team of people onstage and behind the scenes that make a performance possible (example: actors, director, technical crew, producer, etc.). This team may gather periodically to discuss the production process.

Professional Theatre Practitioner Someone who works in the theatre as a livelihood.

Prompt (v) Giving the actor a line if it is forgotten. Usually done by the stage manager during rehearsals. (n) Any suggestion/stimulus used as a starter for a scene or activity (e.g. a quote, a word, a location, character type, photograph, music clip, etc.).

Prop (Properties) Anything that the actor uses on stage that is not scenery (i.e. a coffee cup or a cell phone).

Proscenium A type of stage where the audience directly faces the playing area which is separated by a portal called the proscenium arch.

Rehearsal The repeated practice of a play or scene in order to prepare for the final performance.

Reimagined Theatrical Work Using a well-known or familiar work as a starting point, the director moves it beyond the time and place it was originally intended for to open up the work to a new audience.

Resolution Conflicts are resolved and the plot is made clear.

Résumé A brief, usually one page, historical list of your significant stage roles, theatrical experiences, training, and education. It also contains your physical description and contact information.

Rising Action The related events that create tension in the plot of a play and build to the climax.

SAG–AFTRA(Screen Actors Guild–American Federation of Television and Radio Artists) An American labor union representing film and television principal and background performers.

Scene A particular moment or segment of a theatrical play.

Script The written text of a play or movie.

Set The visual elements used in support of a play production or scene. Used to denote place, time, and atmosphere.

Setting The locale, period, time in which the action of a play takes place. The time, place, and social situation in which the action of a literary work takes place.

Side-Coaching Assistance given by the teacher/director as a fellow player to the student/actor during the solving of a problem to help keep him or her in focus.

Stage The performance area. Does not have to be a traditional performance space.

Stage Areas Areas that make up the theater and performing space. Also referred to as "parts of a stage" (i.e. apron, borders, grand drape, wing space, etc.).

Stage Geography Areas of the stage that are used to denote where a scenery piece or actor is placed. Often used in blocking (i.e. Stage Right, Downstage Left, Upstage Center).

Stage Manager The person who provides organizational support to the director, actors, designers, stage crew, and technicians throughout the production process and during the performance to make sure that the production runs smoothly.

Stage Picture How the combination of scenery and actors on stage work together to draw the focus of the audience to a particular area of the stage at important moments in the play.

Stagecraft The technical aspect of theatrical, film, and video production. It includes set construction, loading in and striking the set, hanging and focusing of the lights, design and construction or purchase of costumes, makeup, creation or purchase of props, stage management, and recording, set up, playback, and mixing of sound.

Story Elements Are the characters, setting, plot, conflict, and the resolution. Dramatic structure.

Tableau A frozen scene or picture in a play or dramatic work often used to communicate character, mood, time, and/or place.

Tactics The various ways that a character attempts to overcome their obstacles and achieve their objective.

Technical Elements Include the set, lighting, sound, costumes, properties, and hair and makeup.

Theater The location where plays, films, operas, or other live performances take place. (*not to be confused with "theatre" which is the art of dramatic performance).

Theatre Artist Professionalism The way a theatre artist behaves in meetings, rehearsals, and during the run of a show that displays a love and respect for the art form.

Theatre Conventions Practices and/or devices that the audience and actors accept in the world of the play even when it is not realistic, such as a narrator, flashback, or an aside.

Theatre Games Games/Activities designed to develop acting skills popularized by Viola Spolin. A curriculum based on these games is often referred to as "creative drama."

Theatre Movement (also known as blocking) The positioning and movement of actors on a stage during the performance. Large, sometimes informal, groupings of individuals or organizations that focus on specific political or social issues to theatre.

Theatre Shop (also known as a scene shop) A specialized workshop used to build and assemble scenic (set) pieces required for a performance.

Theatre Terms, Vocabulary, Protocols Words, patterns, ideas, and expectations relating to the art of theatre/drama.

Theatre Theorist Theatre practitioners who have created theoretical discourse surrounding their style of work (e.g. Viola Spolin, Antonin Artaud, Augusto Boal).

Theatrical Genre A specific kind of theatre such as a tragedy, drama, melodrama, comedy, or farce.

Theatrical Style The use of a specific set of characteristic or distinctive techniques such as realism, expressionism, epic theatre, documentary theatre, or classical drama; style may also refer to the unique artistic choices of a particular playwright, director, or actor.

Theme The central idea or main subject in a play or story.

Thrust A type of stage where the audience sits on three sides of the stage or the stage thrusts out into the audience.

Unit A distinct pieces of action in a script that is denoted by a significant change in action.

Unities, The Part of the neoclassical principles of theatre which include time, place, and action.

Wings Areas that are part of a stage deck but offstage (out of sight of the audience). The wings are typically masked with legs (curtains). The wing space is used for performers preparing to enter, storage of sets for scenery changes and as a stagehand work area. Wings also contain technical equipment, such as the fly system.

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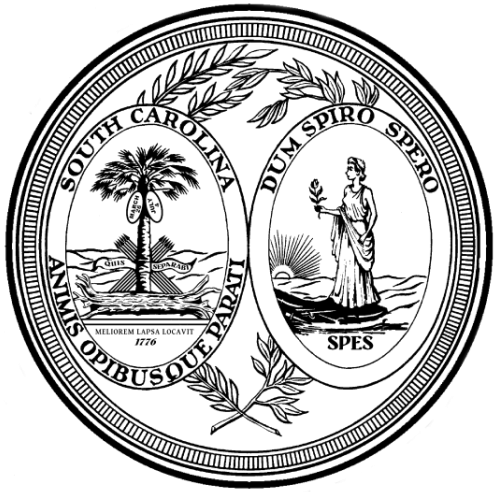
South Carolina
College- and Career-Ready Standards for Visual Arts Proficiency



South Carolina Department of Education
Columbia, South Carolina
2017

Visual Arts

Introduction

Students who participate in the South Carolina standards-based education in the visual and performing arts are heirs to excellent arts opportunities and programs because of the vision and tenacity of generations of devoted arts educators in our state and throughout the nation.

It is important that all communities have visual art specialists with the knowledge and skills they need to teach art in a manner that will best enable students to learn. Organized lists of standards, benchmarks, indicators, and student learning targets help teachers to reach a high level of quality art instruction in a comprehensive arts education program for improved student growth. The South Carolina Department of Education recognizes the visual art standards as an essential resource for assisting and supporting excellent art teachers in schools. This visual-art teacher document presents the expectations for student growth and learning for Pre-kindergarten through twelfth grade.

This South Carolina Visual Arts document is designed to meet local and state and national visual arts standards and create individualized instruction for students. In addition, to align with the South Carolina Read to Succeed Act(Section 59-155-120 “Discipline-specific literacy”), we recognize that literacy is taught through the arts and have developed a statement explaining how administrators may support their teachers in all content areas in order to reinforce strong literacy-based classrooms. The purpose of this Visual Arts Literacy Policy Statement is to help administrators, principals, and teachers integrate literacy through the arts as effectively as possible. Referring to a wealth of information and research from leaders in the fields of arts disciplines, we will summarize our literacy statement position clearly and concisely. As arts educators, we believe in a broad definition of literacy by encouraging a multi literacy perspective for our students to make meaning. Expanding the clarity of literacy promotes broader understanding for our students, communication, individualized instruction, and inclusive learning environments. An extended curriculum includes visual literacy, musical literacy, the language of dance, literacy development through theatre, traditional print concepts to digital ones, and aligning reading comprehension strategies through the arts (Riddle, 2016).

Students are immersed cognitively when involved in the artistic process. The use of skills such as communication, creativity, critical thinking, and problem solving are truly embodied in their work. The visual and performing arts fall into all three 21St century thinking

skills categories: learning and innovation skills, life and career skills, and technology skills. (21st Century Skills, 2009) These 21st century skills will contribute to student success in a global economy and culturally diverse environments.

New visual arts standards are written to be applicable across all content areas. Effective practices will be employed in all student work as a result of studying the South Carolina Academic Standards for the Visual and Performing Arts. The standards have been developed to support the key artistic processes of Creating, Responding, Performing, and Connecting taken from the National Core Arts Standards developed by the National Coalition for Core Arts Standards in 2014.The new 2016 South Carolina Academic Standards for the Visual and Performing Arts align with the National Standards and maintain the essential content of the 2010 South Carolina Academic Standards for the Visual and Performing Arts. However, there are changes to the layout and language in an effort to create standards that are centered around the student. The new standards provide proficiency levels for student expectations. The continuum permits flexibility in acknowledging that students will demonstrate growth through the artistic processes at varying degrees over time.

South Carolina Department of Education professional staff, in collaboration with members of the South Carolina Academic Standards Visual and Performing Arts Development Team, created this series of arts-standards documents. The 2017 South Carolina Academic Standards for the Visual and Performing Arts draws on the expertise of K–12 arts teachers and administrators who were nominated by district superintendents and the professional arts education organizations for dance, music, theatre, and visual arts. We are grateful to all who those contributed to this effort.

The 2017 South Carolina Academic Standards for the Visual and Performing Arts will serve as the basis for the continuation of the comprehensive sequential arts education system offered in our state. In addition, these standards provide guaranteed experiences for our students to grow, perform, and produce in the arts.

Visual Arts Standards

Artistic Processes: Creating- *I can make artwork using a variety of materials, techniques, and processes.*								
Anchor Standard 1: *I can use the elements and principles of art to create artwork.*								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark VA.CR NL.1	Benchmark VA.CR NM.1	Benchmark VA.CR NH.1	Benchmark VA.CR IL.1	Benchmark VA.CR IM.1	Benchmark VA.CR IH.1	Benchmark VA.CR AL.1	Benchmark VA.CR AM.1	Benchmark VA.CR AH.1
I can name and use some of the **elements of art** to express ideas.	I can combine several elements of art to express ideas.	I can select and arrange the elements to demonstrate **principles of art**.	I can apply some elements and principles of art to revise my artwork.	I can analyze and apply the elements and principles of art to solve a given **artistic challenge**.	I can analyze art through a **critique** and refine my artwork based on given criteria.	I can create, refine, and communicate ideas based on the elements and principles of design and other **composi-tion**al strategies and structures.	I can document and justify the planning and development of an artwork from the inception of the idea to completion.	I can create a body of work in a specific **medium** that explores a personal theme, idea, or concept.

Indicator VA.CR NL.1.1	Indicator VA.CR NM.1.1	Indicator VA.CR NH.1.1	Indicator VA.CR IL.1.1	Indicator VA.CR IM.1.1	Indicator VA.CR IH.1.1	Indicator VA.CR AL.1.1	Indicator VA.CR AM.1.1	Indicator VA.CR AH.1.1
I can use some elements of art to communicate a story about a familiar place or object.	I can combine several elements of art to express ideas, feelings, and stories in my artwork.	I can select and arrange elements of art to create principles of design.	I can identify improvements needed in my artwork and explore multiple strategies to apply elements and principles of art.	I can explore solutions to an assigned **artistic challenge**.	I can participate in a formal **critique** to revise my artwork.	I can apply **organizational strategies** that communicate a personal meaning, theme, idea, or concept.	I can create a **process folio** to relate the structure of my **composition** to the idea communicated.	I can explain and defend the choices I made to communicate my artistic ideas across multiples artworks.
Indicator VA.CR NL.1.2	Indicator VA.CR NM.1.2	Indicator VA.CR NH.1.2	Indicator VA.CR IL.1.2	Indicator VA.CR IM.1.2	Indicator VA.CR IH.1.2	Indicator VA.CR AL.1.2	Indicator VA.CR AM.1.2	Indicator VA.CR AH.1.2
I can select some elements of art to construct 2D or 3D artwork.	I can combine several elements of art to construct 2D or 3D artwork.	I can use principles of design to convey intended meaning in my artwork.	I can select and use strategies that apply the elements and principles of design to improve my artwork.	I can work through the artistic **process** to improve my artwork through experimentation.	I can make revisions based on suggestions given.	I can justify my artistic choices in the **composition** of my artwork.	I can create a reflection statement comparing the final product with the original concept.	I can create artwork in a specific **medium** that conveys a theme to develop a **portfolio**.

Anchor Standard 2: ***I can use different materials, techniques, and processes to make art.***								
Benchmark VA.CR NL.2	Benchmark VA.CR NM.2	Benchmark VA.CR NH.2	Benchmark VA.CR IL.2	Benchmark VA.CR IM.2	Benchmark VA.CR IH.2	Benchmark VA.CR AL.2	Benchmark VA.CR AM.2	Benchmark VA.CR AH.2
I can share and use art materials and tools in a safe and responsible manner.	I can use some materials, **techniques**, and tools to create artwork.	I can use and combine materials, **techniques**, and processes to make art.	I can research a specific technique, style, or artist to explore new ways of making art.	I can research and use multiple art-making **techniques** and approaches by other artists and apply them to my work.	I can select, and use a variety of art materials, **techniques** and processes to solve an artistic problem.	I can choose from a range of materials, **techniques** and processes to communicate an idea.	I can invent different ways to combine materials to develop a personal style.	I can create a body of work that represents my personal style through a range of approaches, materials, **techniques**, and processes.
Indicator VA.CR NL.2.1	Indicator VA.CR NM.2.1	Indicator VA.CR NH.2.1	Indicator VA.CR IL.2.1	Indicator VA.CR IM.2.1	Indicator VA.CR IH.2.1	Indicator VA.CR AL.2.1	Indicator VA.CR AM.2.1	Indicator VA.CR AH.2.1
I can demonstrate care for my artwork and materials.	I can use two-dimensional art materials to explore ways to make art.	I can demonstrate various **techniques** in a specific **medium**.	I can identify and use art materials and **techniques** based on my research from a variety of sources.	I can use a variety of art media, **techniques**, and processes in my artwork.	I can use a variety of materials, **techniques**, or processes in response to an artistic problem.	I can apply **techniques** with a variety of media and processes to evoke different responses in the viewer.	I can research and use **techniques** and processes that illustrate my personal style.	I can apply a range of approaches using materials and methods to plan a series of artworks.

Indicator VA.CR NL.2.2	Indicator VA.CR NM.2.2	Indicator VA.CR NH.2.2	Indicator VA.CR IL.2.2	Indicator VA.CR IM.2.2	Indicator VA.CR IH.2.2	Indicator VA.CR AL.2.2	Indicator VA.CR AM.2.2	Indicator VA.CR AH.2.2
I can show safe procedures for using tools and equipment while making art.	I can use three-dimensional art materials and techniques to make art.	I can make art by combining two or more art materials.	I can choose art materials and tools to produce a desired result.	I can use processes and techniques by other artists in my artwork.	I can explore art making techniques to solve and identify problems.	I can apply traditional and contemporary artistic processes to my artwork.	I can use and describe the artistic processes as I develop my artistic style.	I can produce a body of work in a specific media to illustrate meaning with breadth and depth.
Artistic Processes: Presenting - *I can choose and organize work that demonstrates related concepts, skills, and/or media.*								
Anchor Standard 3: ***I can improve and complete artistic work using elements and principles.***								
Benchmark VA.P NL.3	Benchmark VA.P NM.3	Benchmark VA.P NH.3	Benchmark VA.P IL.3	Benchmark VA.P IM.3	Benchmark VA.P IH.3	Benchmark VA.P AL.3	Benchmark VA.P AM.3	Benchmark VA.P AH.3
I can share and talk about my artwork	I can explain the elements and principles of art used to make my artwork.	I can describe my artistic choices using art vocabulary.	I can revise my artwork in progress using the elements and principles of art.	I can use given criteria to complete my artwork.	I can use the artistic process of planning, reflecting, and revising to develop my artwork.	I can form criteria to evaluate my artwork and the works of others.	I can reflect, revise, and refine my work considering relevant criteria and my **artistic voice.**	I can justify revisions made to my work based on relevant criteria and intended purpose.

Indicator VA.P NL.3.1	Indicator VA.P NM.3.1	Indicator VA.P NH.3.1	Indicator VA.P IL.3.1	Indicator VA.P IM.3.1	Indicator VA.P IH.3.1	Indicator VA.P AL.3.1	Indicator VA.P AM.3.1	Indicator VA.P AH.3.1
I can name and use some of the elements of art.	I can describe some elements in my work.	I can describe the subject of my work using art vocabulary.	I can identify and describe the changes needed to improve my work.	I can use informal **assess**ments to complete my work.	I can reflect on my choices in my **composition**.	I can create an evaluation based on established criteria and not personal criteria.	I can apply changes determined to improve and complete my artwork	I can justify my artwork in terms of **composition**, process, technique, and meaning.
Indicator VA.P NL.3.2	Indicator VA.P NM.3.2	Indicator VA.P NH.3.2	Indicator VA.P IL.3.2	Indicator VA.P IM.3.2	Indicator VA.P IH.3.2	Indicator VA.P AL.3.2	Indicator VA.P AM.3.2	Indicator VA.P AH.3.2
I can identify and describe subject matter in my work.	I can identify some principles of art in my work.	I can describe the process I used to make my artwork.	I can select and use elements to complete and improve my artwork.	I can use the elements and principles of art to complete my artwork.	I can make revisions based on given criteria using elements and principles of art.	I can describe how criteria can differ between artworks.	I can refine my artwork to represent my artistic **voice**.	I can justify the choices I made and how they support the intended purpose of the artwork.

Anchor Standard 4: ***I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.***								
Benchmark VA.P NL.4	Benchmark VA.P NM.4	Benchmark VA.P NH.4	Benchmark VA.P IL.4	Benchmark VA.P IM.4	Benchmark VA.P IH.4	Benchmark VA.P AL.4	Benchmark VA.P AM.4	Benchmark VA.P AH.4
I can show and describe the idea of my artwork.	I can identify ways artworks are presented.	I can choose artwork that shows a common theme or technique.	I can select and explain my artwork for a **portfolio**.	I can organize a **portfolio** and explain intended meaning in my work to develop my skills and understand-ing of art.	I can develop an artist statement and edit my **portfolio** to show exemplary work.	I can select and organize artwork that demonstrates and describes skill, variety of media, and an artistic theme.	I can examine various presentation formats and choose the best method for my **portfolio**.	I can evaluate and justify the format and selection of artwork that represents my artistic **voice**.
Indicator VA.P NL.4.1	Indicator VA.P NM.4.1	Indicator VA.P NH.4.1	Indicator VA.P IL.4.1	Indicator VA.P IM.4.1	Indicator VA.P IH.4.1	Indicator VA.P AL.4.1	Indicator VA.P AM.4.1	Indicator VA.P AH.4.1
I can share my artwork.	I can identify formal and informal places to display my art.	I can select artwork that has common ideas or media.	I can document my artwork through the use of a **portfolio**.	I can organize my artworks by media or idea.	I can choose and describe pieces of artwork that best illustrate my skills in specific media or **techniques**.	I can develop a series of artworks that demonstrates my skill with media and **techniques**.	I can choose from a variety of physical and digital presentation options.	I can evaluate the quality and presentation of my artwork to meet the criteria for a specific purpose.

Indicator VA.P NL.4.2	Indicator VA.P NM.4.2	Indicator VA.P NH.4.2	Indicator VA.P IL.4.2	Indicator VA.P IM.4.2	Indicator VA.P IH.4.2	Indicator VA.P AL.4.2	Indicator VA.P AM.4.2	Indicator VA.P AH.4.2
I can describe my artwork.	I can make a statement about my artwork.	I can describe the theme and media of my artwork.	I can explain how I used the elements and principles of art in my work.	I can describe the intended meaning of my work.	I can develop an artist's statement that describes criteria, influences, and intent of my artwork.	I can develop an artist's statement that merges personal influences with intent and meaning in my artwork.	I can develop an artist's statement that identifies common themes in personal influences, intent and criteria for my artwork.	I can justify my choices of criteria, cultural influences, personal experiences, to create my own **voice** in my artist statement.
Artistic Processes: Responding - *I can evaluate and communicate about the meaning in my artwork and the artwork of others.*								
Anchor Standard 5: ***I can interpret and evaluate the meaning of an artwork.***								
Benchmark VA.R NL.5	Benchmark VA.R NM.5	Benchmark VA.R NH.5	Benchmark VA.R IL.5	Benchmark VA.R IM.5	Benchmark VA.R IH.5	Benchmark VA.R AL.5	Benchmark VA.R AM.5	Benchmark VA.R AH.5
I can identify the main idea or subject of an artwork.	I can talk about how an artwork tells a story or has a message.	I can explain how the objects and elements within an artwork represent ideas.	I can analyze the elements and principles of art and explain the components of an artwork that represent ideas.	I can analyze and compare various purposes for creating artwork.	I can analyze the intention of the artist and explore how the artwork relates to other ideas.	I can interpret the meaning of artwork using contextual clues and describe influences that affected the artist.	I can research and interpret the meaning of an artwork or a group of artworks and infer the purpose or intent.	I can research and defend a critical analysis of an artwork or collection of artwork.

Indicator VA.R NL.5.1	Indicator VA.R NM.5.1	Indicator VA.R NH.5.1	Indicator VA.R IL.5.1	Indicator VA.R IM.5.1	Indicator VA.R IH.5.1	Indicator VA.R AL.5.1	Indicator VA.R AM.5.1	Indicator VA.R AH.5.1
I can identify an object that is the subject or main idea an artwork.	I can identify details to determine the mood or theme of an artwork.	I can identify ideas or themes presented in an artwork.	I can explain how artists use the principles to communicate ideas.	I can analyze the subject and content in an artwork and explore the artist's intent.	I can analyze and describe the symbols, styles, or **techniques** in an artwork to suggest possible messages from a culture or group.	I can examine the symbols, subject, and media in artwork to infer the meaning.	I can research and interpret the message or meaning of works within a genre or by a group.	I can justify my interpretation or intent of an artwork and how they fit into the world.
Indicator VA.R.5 NL.2	Indicator VA.R NM.5.2	Indicator VA.R NH.5.2	Indicator VA.R IL.5.2	Indicator VA.R IM.5.2	Indicator VA.R IH.5.2	Indicator VA.R AL.5.2	Indicator VA.R AM.5.2	Indicator VA.R AH.5.2
I can identify some parts of artwork.	I can recognize that the elements of art cause different responses.	I can describe the organization of an artwork using art vocabulary.	I can explain the organization of an artwork using the elements and principles of art.	I can analyze and compare how artistic choices affect the meaning of an artwork.	I can interpret the artist's intent in the organization of an artwork using the elements and principles of art.	I can examine and explain the impact of the artist's **composition** al choices on the message of the artwork.	I can evaluate the organization of an artwork using elements and principles.	I can research and defend the artist's choices using elements and principles.

Artistic Processes: Connecting - *I can relate artistic ideas and work with personal meaning and external context.*								
Anchor Standard 6: *I can identify and examine the role of visual arts through history and world cultures.*								
Benchmark VA.C NL.6	Benchmark VA.C NM.6	Benchmark VA.C NH.6	Benchmark VA.C IL.6	Benchmark V.C IM.6	Benchmark VA.C IH.6	Benchmark VA.C AL.6	Benchmark VA.C AM.6	Benchmark VA.C AH.6
I can recognize differences in artworks from some cultures and time periods.	I can recognize some artistic styles, from various cultures and time periods.	I can identify and use different artistic styles, from various cultures and time periods.	I can examine the role of visual art within a specific culture or historical time period and present what I discovered.	I can research and examine the relationships between visual art from multiple cultures and time periods.	I can research and revise my work by applying visual arts concepts and characteristics from a cultural or historical time period.	I can analyze the function and meaning of artworks from various cultures and time periods.	I can analyze artworks in a variety of societal, cultural, and historical contexts and describe their influence on contemporary artists.	I can analyze the beliefs, values, and behaviors of a society and how they impact an artist's' work.

Indicator VA.C NL.6.1	Indicator VA.C NM.6.1	Indicator VA.C NH.6.1	Indicator VA.C IL.6.1	Indicator VA.C IM.6.1	Indicator VA.C IH.6.1	Indicator VA.C AL.6.1	Indicator VA.C AM.6.1	Indicator VA.C AH.6.1
I can recognize that all cultures create art and explore elements specific to that culture/form.	I can name and use some characteristics from styles, periods, and cultures.	I can combine and use artistic **techniques** and processes from multiple cultures and time periods.	I can describe a specific culture and time period to present artistic ideas and works.	I can examine characteristics among artistic styles, periods or cultures and describe how cultures influence each other.	I can make changes to my artwork using characteristics from a culture or time period.	I can explain the use of subject matter, symbols, ideas, and technologies and how they work together to convey meaning in a particular culture.	I can justify the use of subject matter, symbols, ideas, and technologies and how they work together to influence the work of contemporary artists.	I can justify and create, artwork based on historical and cultural traditions and describe how those traditions contribute to my artistic development.

Anchor Standard 7: ***I can relate visual arts ideas to other arts disciplines, content areas, and careers.***								
Benchmark VA.C NL.7	Benchmark VA.C NM.7	Benchmark VA.C NH.7	Benchmark VA.C IL.7	Benchmark VA.C IM.7	Benchmark VA.C IH.7	Benchmark VA.C AL.7	Benchmark VA.C AM.7	Benchmark VA.C AH.7
I can show art concepts among arts disciplines, other content areas, and related careers.	I can describe visual art concepts among arts disciplines, other content areas, and related careers.	I can apply visual art concepts and skills among arts disciplines other content areas and related careers.	I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied to a career in visual arts.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied to a career in visual arts.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in a career in visual arts.	I can apply concepts among arts disciplines and other content areas to visual art and analyze how my interests and skills will prepare me for a career.	I can describe influences of economic conditions, cultural values and location on visual art related careers.	I can research and analyze societal, political, and cultural issues as they relate to other arts and content areas and apply to my career interests.

Indicator VA.C NL.7.1	Indicator VA.C NM.7.1	Indicator VA.C NH.7.1	Indicator VA.C IL.7.1	Indicator VA.C IM.7.1	Indicator VA.C IH.7.1	Indicator VA.C AL.7.1	Indicator VA.C AM.7.1	Indicator VA.C AH.7.1
I can show connections between visual art and other subjects in my school.	I can recognize and describe that visual arts exists in all arts disciplines and other content areas.	I can identify ways visual art concepts and skills are used in other subjects in my school.	I can use art concepts and skills with other arts disciplines and content areas.	I can analyze and describe the relationship between visual art and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my artwork.	I can describe concepts from other arts disciplines and content areas through my artwork and justify my artistic choices.	I can describe how the demo-graphics of a community can determine opportunities for arts related careers.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.
Indicator VA.C NL.7.2	Indicator VA.C NM.7.2	Indicator VA.C NH.7.2	Indicator VA.C IL.7.2	Indicator VA.C IM.7.2	Indicator VA.C IH.7.2	Indicator VA.C AL.7.2	Indicator VA.C AM.7.2	Indicator VA.C AH.7.2
I can recognize that people make different types of art.	I can identify art businesses and careers in my community.	I can identify ways visual art skills are used in other careers or vocations.	I can demonstrate and describe some skills needed for a career in visual art.	I can identify specific skills required for various careers in visual arts.	I can research various careers in visual arts that interest me.	I can identify the skills, training, and education necessary to pursue a career in visual art that interests me.	I can pursue opportunities that will lead me to a career in visual arts.	I can demonstrate skills necessary for a career in visual art.

Novice Visual Arts Standards

Artistic Processes: Creating- *I can make artwork using a variety of materials, techniques, and processes.*		
Anchor Standard 1: *I can use the elements and principles of art to create artwork.*		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark VA.CR NL.1	Benchmark VA.CR NM.1	Benchmark VA.CR NH.1
I can name and use some of the **elements of art** to express ideas.	I can combine several elements of art to express ideas.	I can select and arrange the elements to demonstrate **principles of art**.

Indicator VA.CR NL.1.1	Indicator VA.CR NM.1.1	Indicator VA.CR NH.1.1
I can use some elements of art to communicate a story about a familiar place or object.	I can combine several elements of art to express ideas, feelings, and stories in my artwork.	I can select and arrange elements of art to create principles of design.
Sample Learning Targets • I can use geometric and organic shapes in my artwork. • I can mix colors to create a painting of my favorite place. • I can...	***Sample Learning Targets*** • I can use color, line, shape, and pattern to express personal ideas in my artwork. • I can use color and line to show feelings in my artwork. • I can...	***Sample Learning Targets*** • I can arrange line, shape, color, or space to create asymmetry or symmetry in my artwork. • I can select and arrange line, shape, or color to create rhythm, pattern, or repetition in my artwork. • I can use texture, value, or space to create emphasis or variety in my artwork. • I can...

Indicator VA.CR NL.1.2	Indicator VA.CR NM.1.2	Indicator VA.CR NH.1.2
I can select some elements of art to construct 2D or 3D artwork.	I can combine several elements of art to construct 2D or 3Dartwork.	I can use principles of design to convey intended meaning in my artwork.
Sample Learning Targets ● I can tear, curl, and fold paper(paper sculpture **techniques**) to show form, line, shape, or texture. ● I can use basic clay **techniques** to create shape and form. ● I can...	***Sample Learning Targets*** ● I can use line, shape, form, and space to create a sculpture. ● I can use line, color, shape, and texture, to create a piece of art using different art **medium**s. ● I can...	***Sample Learning Targets*** ● I can create mood in my artwork using emphasis of color and line. ● I can listen to a piece of music and represent the sounds in my artwork using the principle of movement. ● I can...
Anchor Standard 2: ***I can use different materials, techniques, and processes to make art.***		
Novice Low	**Novice Mid**	**Novice High**
Benchmark VA.CR NL.2	Benchmark VA.CR NM.2	Benchmark VA.CR NH.2
I can share and use art materials and tools in a safe and responsible manner.	I can use some materials, **techniques**, and tools to create artwork.	I can use and combine materials, **techniques**, and processes to make art.

Indicator VA.CR NL.2.1	Indicator VA.CR NM.2.1	Indicator VA.CR NH.2.1
I can demonstrate care for my artwork and materials.	I can use art materials to explore ways to make art.	I can demonstrate various **techniques** in a specific **medium**.
Sample Learning Targets • I can wash paint out of my brush. • I can store my artwork in a safe place. • I can clean and put away my materials. • I can...	***Sample Learning Targets*** • I can weave with paper or yarn. • I can use watercolor to create a painting. • I can print using ink and a brayer. • I can...	***Sample Learning Targets*** • I can use wet-on-wet, drybrush, and salt to make a watercolor painting. • I can create a clay bowl using coils, slabs, or pinch **techniques**. • I can...
Indicator VA.CR NL.2.2	Indicator VA.CR NM.2.2	Indicator VA.CR NH.2.2
I can show safe procedures for using tools and equipment while making art.	I can use three-dimensional art materials and **techniques** to make art.	I can make art by combining two or more art materials.
Sample Learning Targets • I can cut with scissors in a safe way. • I can follow steps to use paint or glue without waste. • I can use art materials for their purpose. • I can...	***Sample Learning Targets*** • I can use tools for hand building with clay. • I can use papier-mâché to create a 3D form. • I can use found objects to make a sculpture. • I can...	***Sample Learning Targets*** • I can make a landscape with collage and colored pencil **techniques**. • I can make a relief sculpture by combining cardboard and found objects. • I can...

Artistic Processes: Presenting- *I can choose and organize work that demonstrates related concepts, skills, and/or media.*		
Anchor Standard 3: *I can improve and complete artistic work using elements and principles.*		
Novice Low	**Novice Mid**	**Novice High**
Benchmark VA.P NL.3	Benchmark VA.P NM.3	Benchmark VA.P NH.3
I can share and talk about my artwork	I can explain the elements and principles of art used to make my artwork.	I can describe my artistic choices using art vocabulary.
Indicator VA.P NL.3.1	Indicator VA.P NM.3.1	Indicator VA.P NH.3.1
I can name and use some of the elements of art.	I can describe some elements in my work.	I can describe the subject of my work using art vocabulary.
Sample Learning Targets • I can use primary colors to make secondary colors. • I can identify and use warm and cool colors in my artwork. • I can...	***Sample Learning Targets*** • I can describe color, line, shapes, and patterns in artwork. • I can identify organic and geometric shapes in my artwork. • I can...	***Sample Learning Targets*** • I can describe my art as realistic, abstract, or nonobjective. • I can describe the difference between a landscape, cityscape, or seascape. • I can...

Indicator VA.P NL.3.2	Indicator VA.P NM.3.2	Indicator VA.P NH.3.2
I can identify and describe subject matter in my work.	I can identify some principles of art in my work.	I can describe the process I used to make my artwork.
Sample Learning Targets • I can use my own ideas to draw a story about me and my family. • I can use modeling clay to create the animals found in a zoo. • I can...	***Sample Learning Targets*** • I can find pattern in my artwork. • I can identify the balance in my work as symmetrical or asymmetrical. • I can...	***Sample Learning Targets*** • I can arrange lines and shapes to create patterns. • I can describe the steps I used to make a pinch pot. • I can ...
Anchor Standard 4: ***I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.***		
Novice Low	**Novice Mid**	**Novice High**
Benchmark VA.P NL.4	Benchmark VA.P NM.4	Benchmark VA.P NH.4
I can show and describe the idea of my artwork.	I can identify ways artworks are presented.	I can choose artwork that shows a common theme or technique.

Indicator VA.P NL.4.1	Indicator VA.P NM.4.1	Indicator VA.P NH.4.1
I can share my artwork.	I can identify formal and informal places to display my art.	I can select artwork that has common ideas or media.
Sample Learning Targets • I can share my artwork. • I can explain the idea in my artwork. • I can...	***Sample Learning Targets*** • I can describe places where artwork is found in my community. • I can participate in community art exhibits. • I can...	***Sample Learning Targets*** • I can identify artwork by subject matter. • I can describe how several pieces of my work has a common theme. • I can...
Indicator VA.P NL.4.2	Indicator VA.P NM.4.2	Indicator VA.P NH.4.2
I can describe my artwork.	I can make a statement about my artwork.	I can describe the theme and media of my artwork.
Sample Learning Targets • I can describe the subject of my work. • I can select a title for my artwork. • I can…	***Sample Learning Targets*** • I can describe and title my artwork. • I can talk about the colors I selected for my artwork. • I can...	***Sample Learning Targets*** • I can describe my ideas in my artwork. • I can identify the material used in my artwork. • I can...

Artistic Processes: Responding- *I can evaluate and communicate about the meaning in my artwork and the artwork of others.*

Anchor Standard 5: ***I can interpret (read) and evaluate the meaning of an artwork.***

Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark VA.R NL.5	Benchmark VA.R NM.5	Benchmark VA.R NH.5
I can identify the main idea or subject of an artwork.	I can talk about how an artwork tells a story or has a message.	I can explain how the objects and elements of art within an artwork represent ideas.
Indicator VA.R NL.5.1	Indicator VA.R NM.5.1	Indicator VA.R NH.5.1
I can identify an object that is the subject or main idea an artwork.	I can identify relevant details to determine the mood or theme of an artwork.	I can identify ideas or issues presented in an artwork.
Sample Learning Targets • I can identify the subject of an artwork as a portrait, landscape, or still life. • I can create a self-portrait and describe where I am or who I am with. • I can...	***Sample Learning Targets*** • I can tell the story in my artwork. • I can tell the feeling of a painting as sad, happy, or calm. • I can discuss how artists use elements, objects, or symbols to show an idea or theme. • I can...	***Sample Learning Targets*** • I can explain how artists use symbols to give meaning in an artwork. • I can explain the story in an artwork. • I can...

Indicator VA.R.5 NL.2	Indicator VA.R NM.5.2	Indicator VA.R NH.5.2
I can identify some parts of artwork.	I can recognize that the elements cause different responses.	I can describe the organization of an artwork using art vocabulary.
Sample Learning Targets • I can talk about the elements in my artwork. • I can identify the use of line in artwork. • I can...	***Sample Learning Targets*** • I can identify how color of an artwork creates a mood. • I can describe different kinds of lines. • I can...	***Sample Learning Targets*** • I can talk about the negative and positive space in artwork. • I can find the horizon line, foreground, middle ground and background in a landscape. • I can recognize that the elements work together to create emphasis on the subject or theme of an artwork. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 6: ***I can identify and examine the role of visual arts through history and world cultures*****.**

Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark VA.C NL.6	Benchmark VA.C NM.6	Benchmark VA.C NH.6
I can recognize differences in artworks from some cultures and time periods.	I can recognize some artistic styles, from various cultures and time periods.	I can identify and use different artistic styles, from various cultures and time periods.

Indicator VA.C NL.6.1	Indicator VA.C NM.6.1	Indicator VA.C NH.6.1
I can recognize that all cultures create art and explore elements specific to that culture/form.	I can name and use some characteristics from styles, periods, and cultures.	I can combine use artistic **techniques** and **process**es from multiple cultures and time periods.
Sample Learning Targets • I can identify an art **medium** used by a particular culture. • I can recognize that people from different cultures make different types of art. • I can...	***Sample Learning Targets*** • I can select and use painting **techniques** that are characteristic of a specific period. • I can identify artwork that is from my state. • I can identify and use themes and styles from South Carolina artists. • I can...	***Sample Learning Targets*** • I can create an artwork that uses characteristics from two cultures. • I can create artwork that uses characteristics from two time periods. • I can...
Anchor Standard 7: ***I can relate visual arts ideas to other arts disciplines, content areas, and careers.***		
Novice Low	**Novice Mid**	**Novice High**
Benchmark VA.C NL.7	Benchmark VA.C NM.7	Benchmark VA.C NH.7
I can show art concepts among arts disciplines, other content areas, and related careers.	I can compare visual art concepts among arts disciplines, other content areas, and related careers.	I can apply visual art concepts and skills among arts disciplines other content areas and related careers.

Indicator VA.C NL.7.1	Indicator VA.C NM.7.1	Indicator VA.C NH.7.1
I can show connections between visual art and other subjects in my school.	I can recognize and describe that visual arts exists in all arts disciplines and other content areas.	I can identify ways visual art concepts and skills are used in other subjects in my school.
Sample Learning Targets • I can create art to show repeating patterns. • I can illustrate and explain the details in my work. • I can...	***Sample Learning Targets*** • I can identify common vocabulary among arts disciplines and content areas. • I can identify how shapes and forms are used in both math and visual art. • I can...	***Sample Learning Targets*** • I can identify how color mixing and the scientific study of light are directly related. • I can identify how rhythm in a piece of jazz music is related to rhythm in visual art. • I can...

Indicator VA.C NL.7.2	Indicator VA.C NM.7.2	Indicator VA.C NH.7.2
I can recognize that people make different types of art.	I can identify art businesses and careers in my community.	I can identify ways visual art skills are used in other careers or vocations.
Sample Learning Targets • I can name different types of visual artists and some of the different materials they work with. • I can recognize that musicians are artists. • I can recognize that dancers are artists. • I can...	***Sample Learning Targets*** • I can identity businesses in my community that hire artists. • I can identify how art is related business contribute to special events in my community. • I can locate museums, galleries, studios, etc. that are found in my community. • I can...	***Sample Learning Targets*** • I can identify visual art skills that are used in business and industry. • I can identify visual art skills that are used in education and service organizations. • I can...

Intermediate Visual Arts Standards

Artistic Processes: Creating- *I can make artwork using a variety of materials, techniques, and processes.*		
Anchor Standard 1: ***I can use the elements and principles of art to create artwork.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark VA.CR IL.1	Benchmark VA.CR IM.1	Benchmark VA.CR IH.1
I can apply some elements and principles of art to revise my artwork.	I can analyze and apply the elements and principles of art to solve a given **artistic problem**.	I can analyze art through a **critique** and refine my artwork based on given criteria.
Indicator VA.CR IL.1.1	Indicator VA.CR IM.1.1	Indicator VA.CR IH.1.1
I can identify improvements needed in my artwork and explore multiple strategies to apply elements and principles of art.	I can explore solutions to an assigned artistic problem.	I can participate in a formal **critique** to revise my artwork.
Sample Learning Targets • I can explore balance created by arrangement of objects and elements within an artwork. • I can explore ways to strengthen my composition using emphasis. • I can…	***Sample Learning Targets*** • I can work with a group to design a kinetic sculpture. • I can use value and color to create atmospheric perspective. • I can...	***Sample Learning Targets*** • I can explain the choices in my **composition**. • I can describe and make suggestions about an artwork free of personal judgment based on the elements and principles of art. • I can...

Indicator VA.CR IL.1.2	Indicator VA.CR IM.1.2	Indicator VA.CR IH.1.2
I can select and use strategies that apply the elements and principles of design to improve my artwork.	I can work through the artistic **process** to improve my artwork through experimentation.	I can make revisions based on suggestions given.
Sample Learning Targets • I can make thumbnail sketches and choose the strongest **composition**. • I can choose line, space, or texture to create unity/harmony in my artwork. • I can use digital photography to see my artwork in a new way and explore **composition**. • I can ...	***Sample Learning Targets*** • I can identify structural challenges in my sculpture and make adjustments. • I can experiment with different media to solve an artistic challenge. • I can...	***Sample Learning Targets*** • I can revise my work based on oral and written responses. • I can use a rubric to evaluate my artwork. • I can use collaborative strategies to **critique** and improve my artwork. • I can...
Anchor Standard 2: ***I can use different materials, techniques, and processes to make art.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark VA.CR IL.2	Benchmark VA.CR IM.2	Benchmark VA.CR IH.2
I can research a specific technique, style, or artist to explore new ways of making art.	I can research and use multiple art-making **techniques** and approaches by other artists and apply them to my work.	I can select, and use a variety of art materials, **techniques** and **process**es to solve an artistic challenge.

Indicator VA.CR IL.2.1	Indicator VA.CR IM.2.1	Indicator VA.CR IH.2.1
I can identify and use art materials and **techniques** based on my research from a variety of sources.	I can use a variety of art media, **techniques**, and **process**es in my artwork.	I can use a variety of materials, **techniques**, or **process**es in response to anartistic challenge.
Sample Learning Targets • I can identify a variety of ways materials and **techniques** are used in creating artworks. • I can identify contemporary and traditional **techniques**. • I can…	***Sample Learning Targets*** • I can .combine multi-media techniques in my artwork. • I can combine art media to create an assemblage. • I can...	***Sample Learning Targets*** • I can create multiple solutions to a challenge with experimentation of materials. • I can create samples using various types of painting **techniques.** • I can use various collage **techniques** to make a self-portrait and explore identity. • I can...

Indicator VA.CR IL.2.2	Indicator VA.CR IM.2.2	Indicator VA.CR IH.2.2
I can choose art materials and tools to produce a desired result.	I can use **process**es and **techniques** by other artists in my artwork.	I can explore various artmaking **techniques** to solve an identified problem.
Sample Learning Targets • I can use charcoal to create smooth value changes in a still life. • I can mix and blend colors to show tints and shades in my painting. • I can...	***Sample Learning Targets*** • I can make a plaster sculpture in the style of a contemporary artist. • I can use stippling, cross hatching, and hatching to show value. • I can...	***Sample Learning Targets*** • I can experiment with drawing media to represent texture. • I can create a kinetic sculpture that moves in the wind. • I can...
Artistic Processes: Presenting- *I can choose and organize work that demonstrates related concepts, skills, and/or media.*		
Anchor Standard 3: ***I can improve and complete artistic work using elements and principles.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark VA.P IL.3	Benchmark VA.P IM.3	Benchmark VA.P IH.3
I can revise my artwork in progress using the elements and principles of art.	I can use given criteria to complete my artwork.	I can use the artistic **process** of planning, reflecting, and revising.to develop my artwork.

Indicator VA.P IL.3.1	Indicator VA.P IM.3.1	Indicator VA.P IH.3.1
I can identify and describe the changes needed to improve my work.	I can use informal **assess**ments to complete my work.	I can reflect on choices in my **composition**.
Sample Learning Targets • I can use art vocabulary to describe the changes I need to make to my artwork. • I can document how I used elements and principles of design to improve my work. • I can...	***Sample Learning Targets*** • I can use a rubric or a checklist as a guide to complete my artwork. • I can participate in a peer **critique** to get suggestions to improve my work. • I can self-**assess** my work. • I can...	***Sample Learning Targets*** • I can **critique** my work with my peers to discuss my **composition** and my message. • I can document changes that I made in producing my artwork. • I can...
Indicator VA.P IL.3.2	Indicator VA.P IM.3.2	Indicator VA.P IH.3.2
I can select and use elements to complete and improve my artwork.	I can use the elements and principles of art to complete my artwork.	I can make revisions based on given criteria using elements and principles of art.
Sample Learning Targets • I can use value to improve my composition. • I can create space in my composition with color and value. . • I can...	***Sample Learning Targets*** • I can use elements to create balance in my composition. • I can use elements to create emphasis in my composition. • I can…	***Sample Learning Targets*** • I can revise my work using a rubric. • I can identify my strengths and weaknesses from a critique to plan my next steps in my artwork. • I can...

Anchor Standard 4: ***I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.***

Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark VA.P IL.4	Benchmark VA.P IM.4	Benchmark VA.P IH.4
I can select and explain my artwork for a **portfolio**.	I can organize a **portfolio** and explain intended meaning in my work to develop my skills and understanding of art.	I can develop an artist statement and edit my **portfolio** to show exemplary work.
Indicator VA.P IL.4.1	Indicator VA.P IM.4.1	Indicator VA.P IH.4.1
I can document my artwork through the use of a **portfolio**.	I can organize my artworks by media or idea.	I can choose and describe pieces of artwork that best illustrate my skills in specific media or **techniques**.
Sample Learning Targets • I can select examples from my sketchbook, notes from peer critiques, and research samples used to develop my work. • I can digitally document the process of my work. • I can ...	***Sample Learning Targets*** • I can select work that represents theme or technique. • I can arrange my work to show growth • I can ...	***Sample Learning Targets*** • I can choose work samples and artworks that that represents my skills with a specific **medium**. • I can describe why I chose specific pieces for my portfolio. . • I can...

Indicator VA.P IL.4.2	Indicator VA.P IM.4.2	Indicator VA.P IH.4.2
I can explain how I used the elements and principles of art in my work.	I can describe the intended meaning of my work.	I can develop an artist's statement that describes criteria, influences, and intent of my artwork.
Sample Learning Targets • I can use art vocabulary to describe how I created my work. • I can explain why I used certain colors in my painting. • I can...	***Sample Learning Targets*** • I can explain what inspired the theme in my artwork. • I can explain how the elements of art are used to create intended meaning in my work. • I can...	***Sample Learning Targets*** • I can explain the influences that led to the development of a series of artworks. • I can document the **process** and purpose of creating artwork. • I can...
Artistic Processes: Responding- *I can evaluate and communicate about the meaning in my artwork and the artwork of others.*		
Anchor Standard 5: ***I can interpret (read) and evaluate the meaning of an artwork.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark VA.R IL.5	Benchmark VA.R IM.5	Benchmark VA.R IH.5
I can analyze the elements and principles of art and explain the components of an artwork that represent ideas.	I can analyze and compare various purposes for creating artwork.	I can analyze the intention of the artist and explore how the artwork relates to other ideas.

Indicator VA.R IL.5.1	Indicator VA.R IM.5.1	Indicator VA.R IH.5.1
I can explain how artists use the principles to communicate ideas.	I can analyze the subject and content in an artwork and explore the artist's intent.	I can use the symbols, styles, or **techniques** in an artwork to determine the message from a culture or group.
Sample Learning Targets • I can describe how balance affects the feeling of an artwork. • I can describe how repetition of elements can create unity and variety. • I can describe how the use of symbols used in an artwork to express meaning. • I can...	***Sample Learning Targets*** • I can explain how an artist represents in his/her community. • I can identify artists that use the same theme in their artwork and discuss why they choose that theme. • I can analyze abstracted artwork for its intent. • I can...	***Sample Learning Targets*** • I can explain how artwork romanticized life in the early development of the American west. • I can examine and describe similarities among art and artifacts created by tribal cultures. • I can...

Indicator VA.R IL.5.2	Indicator VA.R IM.5.2	Indicator VA.R IH.5.2
I can explain the organization of an artwork using the elements and principles of art.	I can analyze and compare how artistic choices affect the meaning of an artwork.	I can interpret the artist's intent in the organization of an artwork using the elements and principles of art.
Sample Learning Targets • I can explain how principles such as balance or unity are used to organize the space within an artwork. • I can explain how emphasis can be created. • I can...	***Sample Learning Targets*** • I can analyze the relationship between subject and the **composition** in artwork. • I can analyze how choices in composition can create mood. • I can...	***Sample Learning Targets*** • I can infer the purpose of art or artifacts by the symbols used. • I can interpret the artist's use of elements and principles to represent social issues. • I can...
Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*		
Anchor Standard 6: ***I can identify and examine the role of visual arts through history and world cultures.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark VA.C IL.6	Benchmark V.C IM.6	Benchmark VA.C IH.6
I can examine the role of visual art within a specific culture or historical time period and present what I discovered.	I can research and examine the relationships between visual art from multiple cultures and time periods.	I can research and revise my work by applying visual arts concepts and characteristics from a cultural or historical time period.

Indicator VA.C IL.6.1	Indicator VA.C IM.6.1	Indicator VA.C IH.6.1
I can describe a specific culture and time period to present artistic ideas and works.	I can examine characteristics among artistic styles, periods or cultures and describe how cultures influence each other.	I can make changes to my artwork using characteristics from a culture or time period.
Sample Learning Targets • I can describe the use of symbols by indigenous people to communicate ideas. • I can compare documentary photography from different time periods. • I can...	***Sample Learning Targets*** • I can compare artworks from various cultures and time periods. • I can discuss differences among artworks from the same period. • I can compare similar themes among various cultures. • I can…	***Sample Learning Targets*** • I can research the meaning of symbols used by ancient cultures and apply these symbols to improve the intended meaning of my work. • I can research a specific media **technique** from various time periods to make needed revisions to my work. • I can...
Anchor Standard 7: ***I can relate visual arts ideas to other arts disciplines, content areas, and careers.***		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark VA.C IL.7	Benchmark VA.C IM.7	Benchmark VA.C IH.7
I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied to a career in visual arts.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied to a career in visual arts.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in a career in visual arts.

Indicator VA.C IL.7.1	Indicator VA.C IM.7.1	Indicator VA.C IH.7.1
I can use art concepts and skill with other arts disciplines and content areas.	I can analyze and describe the relationship between visual art and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my artwork.
Sample Learning Targets • I can create a painting based on a piece of literature. • I can create a sculpture using the scientific method: hypothesis, prediction, experiment, analyze and discuss the results. • I can...	***Sample Learning Targets*** • I can compare and contrast how visual arts and theatre communicate a story. • I can compare and contrast visual art and written language as both a text. • I can...	***Sample Learning Targets*** • I can apply geometry concepts to my environmental sculpture. • I can use concepts in science to refine my sculpture. • I can...
Indicator VA.C IL.7.2	Indicator VA.C IM.7.2	Indicator VA.C IH.7.2
I can demonstrate and describe some skills needed for a career in visual art.	I can identify specific skills required for various careers in visual arts.	I can research careers in visual arts that interest me.
Sample Learning Targets • I can describe what a professional artist does in a particular career. • I can describe the workspace and tools needed for specific careers in visual arts. • I can...	***Sample Learning Targets*** • I can determine various pathways to prepare myself for a career in art. • I can compare and contrast skills needed to become an art therapist versus an art teacher. • I can...	***Sample Learning Targets*** • I can research and identify schools that offer a degree in the art field I want to study. • I can research and describe the qualifications of particular visual art career. • I can...

Advanced Visual Arts Standards

Artistic Processes: Creating- *I can make artwork using a variety of materials, techniques, and processes.*		
Anchor Standard 1: ***I can use the elements and principles of art to create artwork.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark VA.CR AL.1	Benchmark VA.CR AM.1	Benchmark VA.CR AH.1
I can create, refine, and communicate ideas based on the elements and principles of design and other **composition**al strategies and structures.	I can document and justify the planning and development of an artwork from the inception of the idea to completion.	I can create a body of work in a specific **medium** that explores a personal theme, idea, or concept.
Indicator VA.CR AL.1.1	Indicator VA.CR AM.1.1	Indicator VA.CR AH.1.1
I can apply **organizational strategies** that communicate a personal meaning, theme, idea, or concept.	I can create a **process folio** to relate the structure of my **composition** to the idea communicated.	I can explain and defend the choices I made to communicate my artistic ideas across multiples artworks.
Sample Learning Targets • I can use perspective to direct attention to the focal point or subject of my artwork. • I can use the rule of thirds to emphasize the main idea of my artwork. • I can...	***Sample Learning Targets*** • I can explain my organizational choices from exploring **composition** options in thumbnails to the completed artwork. • I can maintain a sketchbook that includes notes, sketches, and revisions of my artwork. • I can...	***Sample Learning Targets*** • I can defend the selection of my artwork and **strategies** to show a commonality in my **portfolio**. • I can explain and defend my choices in using or adapting conventional **strategies** and **process**es. • I can...

Indicator VA.CR AL.1.2	Indicator VA.CR AM.1.2	Indicator VA.CR AH.1.2
I can justify my artistic choices in the **composition** of my artwork.	I can create a reflection statement comparing the final product with the original concept.	I can create artwork in a specific **medium** that conveys a theme to development a **portfolio**.
Sample Learning Targets • I can explain the placement and subject matter in my artwork and how it pertains to the meaning. • I can communicate a specific idea or theme and explain my compositional choices. • I can…	***Sample Learning Targets*** • I can document my artistic **process and reflect on my intended choices**. • I can write an artist statement that describes and explains my concept. • I can...	***Sample Learning Targets*** • I can create a series of paintings exploring a social theme. • I can create a variety of 3D artworks that examine identity. • I can...
Anchor Standard 2: ***I can use different materials, techniques, and processes to make art.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark VA.CR AL.2	Benchmark VA.CR AM.2	Benchmark VA.CR AH.2
I can choose from a range of materials, **techniques** and **process**es to communicate an idea.	I can invent different ways to combine materials to develop a personal style.	I can create a body of work that represents my personal style through a range of approaches, use of materials, **techniques**, and **process**es.

Indicator VA.CR AL.2.1	Indicator VA.CR AM.2.1	Indicator VA.CR AH.2.1
I can apply **techniques** with a variety of media and **process**es to evoke different responses in the viewer.	I can research and use **techniques** and **process**es that illustrate my personal style.	I can apply a range of approaches using materials and methods to plan a series of artworks.
Sample Learning Targets • I can select paint media and techniques to illustrate mood within my **composition**. • I can illustrate my political viewpoints through the selection of specific media. • I can...	***Sample Learning Targets*** • I can select media and processes that reflect my artistic choices. • I can research traditional and contemporary methods for using selected art media. • I can...	***Sample Learning Targets*** • I can create a series art works demonstrating multiple hand building approaches in ceramics. • I can demonstrate a variety of drawing **techniques** in a series of expressive self-portraits. • I can...
Indicator VA.CR AL.2.2	Indicator VA.CR AM.2.2	Indicator VA.CR AH.2.2
I can apply traditional and contemporary artistic **process**es to my artwork.	I can use and describe the artistic processes as I develop my artistic style.	I can produce a body of work in a specific media to illustrate meaning with breadth and depth.
Sample Learning Targets • I can use pit fire and kiln firing processes to select the desired result for my intended purpose. • I can use film and digital photography to capture light and shadow. • I can...	***Sample Learning Targets*** • I can record my preferences of materials and **techniques** in a journal to develop my personal style. • I can record my **process** and progress with drawing media in my sketchbook. • I can...	***Sample Learning Targets*** • I can use a selected theme using multiple media and techniques. • I can use one art medium to illustrate multiple ideas in a series of work. • I can...

Artistic Processes: Presenting- *I can choose and organize work that demonstrates related concepts, skills, and/or media.*		
Anchor Standard 3: ***I can improve and complete artistic work using elements and principles.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark VA.P AL.3	Benchmark VA.P AM.3	Benchmark VA.P AH.3
I can form criteria to evaluate my artwork and the works of others.	I can reflect, revise, and refine my work considering relevant criteria and my **artistic voice.**	I can justify revisions made to my work based on relevant criteria and intended purpose.
Indicator VA.P AL.3.1	Indicator VA.P AM.3.1	Indicator VA.P AH.3.1
I can create an evaluation based on established criteria and not personal criteria.	I can apply changes determined to improve and complete my artwork.	I can justify my artwork in terms of **composition**, **process**, technique, and meaning.
Sample Learning Targets • I can use the elements and principles to create an evaluation for critique. • I can evaluate the use of media, techniques, and tools. • I can...	***Sample Learning Targets*** • I can record feedback from group critique and informal rubrics to plan improvements in my artwork. • I can revise my artwork in response to self-evaluation. • I can...	***Sample Learning Targets*** • I can independently evaluate my **process** and completed work. • I can write an artist statement that describes my success related to elements within my work and artistic **process**. • I can…

Indicator VA.P AL.3.2	Indicator VA.P AM.3.2	Indicator VA.P AH.3.2
I can describe how criteria can differ between artworks.	I can refine my artwork to represent my artistic **voice**.	I can justify the choices I made and how they support the intended purpose of the artwork.
Sample Learning Targets • I can determine what criteria is relevant in evaluating an artwork. • I can determine the difference in criteria needed for a relief sculpture versus a kinetic sculpture. • I can...	***Sample Learning Targets*** • I can revise my artwork by adding or editing details that are specific to my style. • I can refine my work by using different **techniques** and media. • I can...	***Sample Learning Targets*** • I can document my media choices and how they support the intended purpose of my work. • I can describe my artistic choices in the development of my artwork. • I can...
Anchor Standard 4: ***I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark VA.P AL.4	Benchmark VA.P AM.4	Benchmark VA.P AH.4
I can select and organize artwork that demonstrates and describes skill, variety of media, and an artistic theme.	I can examine various presentation formats and choose the best method for my **portfolio**.	I can evaluate and justify the format and selection of artwork that represents my artistic **voice**.

Indicator VA.P AL.4.1	Indicator VA.P AM.4.1	Indicator VA.P AH.4.1
I can develop a series of artworks that demonstrates my skill with media and **techniques**.	I can choose from a variety of physical and digital presentation options.	I can evaluate the quality and presentation of my artwork to meet the criteria for a specific purpose.
Sample Learning Targets • I can create and organize artwork to show my skills and growth with graphite and portraiture. • I can represent one theme or idea using multiple media. • I can...	***Sample Learning Targets*** • I can digitally document my artwork. • I can prepare my work for exhibit including mounting, matting, and labeling. • I can organize my artwork to represent different processes and themes. • I can…	***Sample Learning Targets*** • I can **assess** and describe the **presentation** choices as they relate to specific criteria for exhibition or scholarship opportunities. • I can prepare and defend a portfolio for post-graduate opportunities. • I can...

Indicator VA.P AL.4.2	Indicator VA.P AM.4.2	Indicator VA.P AH.4.2
I can develop an artist's statement that merges personal influences with intent and meaning in my artwork.	I can develop an artist's statement that identifies common themes in personal influences, intent and criteria for my artwork.	I can justify my choices of criteria, cultural influences, personal experiences, to create my own voice in my artist statement.
Sample Learning Targets • I can describe the intent of my work. • I can describe how past experiences have emerged into themes in my artwork. • I can...	***Sample Learning Targets*** • I can describe the content in my tin work. • I describe the artistic **process** that lead to the development of my work. • I can describe why I chose this medium to express myself. • I can…	***Sample Learning Targets*** • I can write an artist statement to describe the content, media, and artistic choices used to develop my work. • I can explain how the content and **process**es of my work are unique to me as an artist. • I can examine and explain the development of my artistic skills and style. • I can...

Artistic Processes: Responding- *I can evaluate and communicate about the meaning in my artwork and the artwork of others.*		
Anchor Standard 5: ***I can interpret (read) and evaluate the meaning of an artwork.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark VA.R AL.5	Benchmark VA.R AM.5	Benchmark VA.R AH.5
I can interpret the meaning of artwork using contextual clues and describe influences that affected the artist.	I can research and interpret the meaning of an artwork or a group of artworks and infer the purpose or intent.	I can research and defend a critical analysis of an artwork or collection of artwork.
Indicator VA.R AL.5.1	Indicator VA.R AM.5.1	Indicator VA.R AH.5.1
I can examine the symbols, subject, and media in artwork to infer meaning.	I can research and interpret the message or meaning of works within a genre or by a group.	I can justify my interpretation of the purpose or intent of an artwork.
Sample Learning Targets • I can compare two ancient cultures for their intended artistic meaning and purpose. • I can compare and contrast artist use of different media to communicate similar purposes. • I can...	***Sample Learning Targets*** • I can describe the meaning, importance, and influence of Fauvism. • I can interpret the message or meaning in a painting and research to confirm or disprove my assumptions. • I can...	***Sample Learning Targets*** • I can research and describe the characteristics that influenced the Pop Art movement. • I can defend present ways in which political, cultural, social, and religious concepts and themes influence Contemporary Art. • I can...

Indicator VA.R AL.5.2	Indicator VA.R AM.5.2	Indicator VA.R AH.5.2
I can examine and explain the impact of the artist's **composition**al choices on the message of the artwork.	I can evaluate the organization of an artwork using elements and principles.	I can research and defend the artist's choices using elements and principles.
Sample Learning Targets • I can examine a series of political cartoons to determine the intent of the message. • I can examine a series of photographs to determine compositional choices and the impact on the viewer. • I can...	***Sample Learning Targets*** • I can deconstruct orally or in writing how the elements of an artwork support the intended meaning. • I can compare the artist use of similar elements to evoke different moods. • I can...	***Sample Learning Targets*** • I can research and defend my interpretation of the artist's message. • I can research to explain the artist's compositional choices. • I can…
Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*		
Anchor Standard 6: ***I can identify and examine the role of visual arts through history and world cultures.***		
Advanced **Low**	**Advanced** **Mid**	**Advanced** **High**
Benchmark VA.C AL.6	Benchmark VA.C AM.6	Benchmark VA.C AH.6
I can analyze the function and meaning of artworks from various cultures and time periods.	I can analyze artworks in a variety of societal, cultural, and historical contexts and describe their influence on contemporary artists.	I can analyze the beliefs, values, and behaviors of a society and how they impact an artist's' work.

Indicator VA.C AL.6.1	Indicator VA.C AM.6.1	Indicator VA.C AH.6.1
I can examine the use of subject matter, symbols, ideas, and technologies and how they work together to convey meaning in a particular culture.	I can justify the use of subject matter, symbols, ideas, and technologies and how they work together to influence the work of contemporary artists.	I can justify and create artwork based on historical and cultural traditions, and describe how those traditions contribute to my artistic development.
Sample Learning Targets • I can record in my journal how artists' works reflect their culture or time through symbols or images. • I can use historical information about a culture to identify purpose and meaning in works of art. • I can...	***Sample Learning Targets*** • I can research a contemporary artist to identify cultural influences in the theme of their work. • I can examine works by contemporary artists to determine how new and emerging technologies have influenced the message of artwork over time. • I can...	***Sample Learning Targets*** • I can explain the subject matter, symbols, ideas, and technologies used in my work as they relate to my cultural traditions. • I can document how specific cultural influences of my family and country have shaped my artistic thinking. • I can...
Anchor Standard 7: ***I can relate visual arts ideas to other arts disciplines, content areas, and careers.***		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark VA.C AL.7	Benchmark VA.C AM.7	Benchmark VA.C AH.7
I can apply concepts among arts disciplines and other content areas to visual art and analyze how my interests and skills will prepare me for a career.	I can describe influences of economic conditions, cultural values and location on visual arts related careers.	I can research and analyze societal, political, and cultural issues as they relate to other arts and content areas and apply to my career interests.

Indicator VA.C AL.7.1	Indicator VA.C AM.7.1	Indicator VA.C AH.7.1
I can describe concepts from other arts disciplines and content areas through my artwork and justify my artistic choices.	I can describe how the demographic of a community can determine opportunities in arts related careers.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.
Sample Learning Targets • I can create a painting to explain the meaning of a literary work. • I can create a sequence of photographs to record change over time for my chemistry or physics class. • I can...	***Sample Learning Targets*** • I can research arts opportunities in rural, suburban, and urban communities. • I can research the impact of the economic climate on the availability of arts related careers. • I can...	***Sample Learning Targets*** • I can use chemistry concepts in mixing and applying glazes to my ceramic artwork and analyze the effect of my choices to the finished product. • I can research and create a painting about the 1920's and analyze how the music, political, and social events of that time affected the choices I made in my work. • I can...

Indicator VA.C AL.7.2	Indicator VA.C AM.7.2	Indicator VA.C AH.7.2
I can identify the skills, training, and education necessary to pursue a career in visual art that interests me.	I can pursue opportunities that will lead me to a career in visual arts.	I can demonstrate skills necessary for a career in visual art.
Sample Learning Targets • I can write a job description for a specific visual art career that includes the education, training, and experiences required. • I can interview a professional artist to determine how he/she pursued his/her career. • I can...	***Sample Learning Targets*** • I can interview professionals in an arts related business that interests me. • I can job shadow a teacher, artist or graphic designer to gain experience for a potential career in art. • I can tour campuses or job sites related to an arts career that interests me. • I can...	***Sample Learning Targets*** • I can create a cover letter and resume. • I can create a **portfolio** to submit for college admission or scholarship opportunities. • I can build and organize a **portfolio** to pursue a specific art career. • I can apply to a college that has the art major I want to pursue. • I can...

Visual Arts Glossary

Aesthetics The branch of philosophy that deals with the nature and value of art objects and experiences. It is concerned with identifying the clues within works that can be used to understand, judge, and defend judgments about those works.

Artistic Literacy Knowledge and understanding required to participate authentically in the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts. (National Core Arts Standards: A Conceptual Framework for Arts Learning, 2016.)

Artistic Problem The question or problem presented to an artist that is meaningful and challenging for his or her level, to be solved through the artistic process. High quality artistic problems are developmentally appropriate and open-ended, supported by skill-building instruction, and designed to offer both challenge and opportunity for success.

Assess Analyzing and determining the nature and quality of students' growth through means appropriate to the subject.In art education there are many instruments used in assessment: rubrics, checklists, and reflection are among them.

Brainstorm Technique for the initial production of ideas or ways of solving a problem by an individual or group in which ideas are spontaneously contributed without critical comment or judgment. https://gallery.mailchimp.com/048ec2c9ab2aa5a1fedc0ea91/files/Standards_8x11_Visual_Arts_1.pdf

Composition/Organizational Strategies An artist's arrangement or organization of the objects within a work of visual art. Adjective form: compositional.

Craftsmanship Evidence of performance with skill or dexterity, especially in the manual arts.

Creativity The process by which something new and somehow valuable is conceived and/or made, as in art and design problem-solving.

Creative Practices A student engaged in creative practices creates a mental image or concept, investigates and studies through exploration or examination, constructs a product by combining or arranging a series of elements, and reflects and thinks deeply about his/her work. http://www.nationalartsstandards.org/sites/default/files/Conceptual%20Framework%2007-21-16_0.pdf

Critique A critique is an oral or written discussion strategy used to analyze, describe, and interpret works of art.

Dance Elements The foundational concepts of movement that are body, action, space, time, energy.

Deconstructing The process of separating and examining the parts in a work of visual art in order to better understand that work as a whole.

Elements and Principles of Art/Design The basic design structural components of art and design including line, color, texture, shape, form, space, and value. Art principles include variety, unity, contrast, emphasis, movement, rhythm, pattern, and balance.

Intent Purpose behind making a visual artwork whether personal or analyzed through the work made by others. Purposes include storytelling, advocacy or activism (propaganda), expression through symbol, decoration, beauty, investigation of a theme, and function (such as in design fields).

Learner Outcomes in the Arts selected from the *21st Century Skills Map: The Arts*.
http://www.p21.org/storage/documents/P21_arts_map_final.pdf

Critical Thinking and Problem-solving Outcome: Students will use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways.

Communication Outcome: Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

Creativity Outcome: Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products

Innovation Outcome: Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.

Medium (Materials) The material or technique used by an artist to produce a work of art. Medium can also refer to what carries a paint's pigments, and is also called a vehicle or a base. The medium is what determines what kind of paint is produced.

College- and Career-Ready Standards for Visual and Performing Arts Proficiency

Portfolio A portable case for holding material, such as loose drawings, photographs, or other images. It may also be the materials collected in such a case, especially when they are representative of an artist's work. By extension, a portfolio might be a portable collection of originals or reproductions of an artist's work in a format other than the traditional case — as a set of digital images online or on a disc for example.

Process (Artistic) A complex operation involving a number of steps to complete any method or technique of art-making, such as the addition and subtraction processes in sculpture, the etching and intaglio processes in printmaking, constructing processes, or drawing and painting processes.

Processfolio A collection or documentation of an artwork/s throughout the stages of the artistic development. A processfolio shows the progression of artwork from conception to completion.

Subject Matter The content that the artist has chosen to represent in a work of visual art. Traditional subject matter in painting, for example, includes landscapes, buildings and street scenes, still lives, and the human face and figure.

Techniques The use of tools and materials in unique ways that are specific to the artist, the medium, or the art form. Abstract expressionist painters, for example, often use palette knives or tools intended for the application of cement or putty to apply thick layers of paint to canvas.

Theme Broad central idea. Examples include "identity," "mankind's relationship to nature," and "change." In the **arts**, a **theme** is a broad idea or a message conveyed by a work, such as a performance, a painting, a motion picture, or a video game. This message is usually about issues of life, society or human nature. **Themes** are the fundamental and often universal ideas explored in a work. https://en.wikipedia.org/wiki/Theme_(arts)

Visual Literacy The ability to interpret and make meaning from information presented in the form of an image.

Voice (Artistic) A particular opinion, attitude, or style expressed in artistic form (2D, 3D) or to visualize; to create a mental image of.

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