

Virginia Board of Education Agenda Item



Agenda Item: I

Date: April 25, 2013

Title	First Review of Proposed Revised <i>Fine Arts Standards of Learning</i>		
Presenter	Ms. Cheryle C. Gardner, Principal Specialist of Fine Arts		
E-mail	Cherry.Gardner@doe.virginia.gov	Phone	804-225-2881

Purpose of Presentation:

Action required by state or federal law or regulation.

Previous Review or Action:

Previous review and action. Specify date and action taken below:

Date: February 23, 2012

Action: Approval of Timeline for the Review and Approval of the Revised *Fine Arts Standards of Learning*

Action Requested:

Action will be requested at a future meeting. Specify anticipated date below:

Date: July 25, 2013—Final Review and Approval

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
X	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 3: The proposed revised *Fine Arts Standards of Learning* reflect rigorous, concise, and measurable standards that meet the current needs for student learning and best practices in the field of fine arts education.

The Board of Education adopted a schedule for review of and revisions to the Standards of Learning in October 2012, as part of its comprehensive plan. Accordingly, the *Fine Arts Standards of Learning* are scheduled for review in 2012-2013.

Code of Virginia 22.1-253.13:1-2 By October 1, 2000, the Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review and revision as may be necessary of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

The *Fine Arts Standards of Learning* were adopted by the Board of Education on April 26-27, 2006. The current standards may be viewed online at http://www.doe.virginia.gov/testing/sol/standards_docs/fine_arts/index.shtml.

On February 23, 2012, the Board of Education waived first review and approved the timeline for reviewing the current standards. Upon approval of the timetable, the following actions occurred:

- Received public comment on the 2006 *Fine Arts Standards of Learning*.
- Identified Dance Arts, Music, Theatre Arts, and Visual Arts Standards of Learning revision team members.
- Met for three days with the four fine arts review teams to analyze comments and to incorporate them into a revised *Fine Arts Standards of Learning* draft document.
- Circulated the proposed draft *Fine Arts Standards of Learning* to the field, the executive board and membership of each of the four fine arts professional organizations, fine arts educators at institutions of higher education, and fine arts institutions.
- Collected field comments and incorporated them as appropriate into the current proposed draft.

Summary of Important Issues:

A wide variety of constituents have been consulted regarding the revisions to the 2006 *Fine Arts Standards of Learning*. The various concerns and priorities of those constituents have been incorporated whenever possible within the proposed draft of the *Fine Arts Standards of Learning*. A comparison of the 2006 to 2013 *Fine Arts Standards of Learning* by grade level and course is presented in Attachment A. Attachments B, C, D, and E contain strikethrough versions of the visual arts standards, music standards, dance arts standards, and theatre arts standards respectively.

Public comment was carefully considered and suggestions were incorporated into the draft standards as appropriate. Much of the feedback was positive and indicated that the standards were an excellent “next step” for the continued integration of the fine arts into educational practice.

Impact on Fiscal and Human Resources:

The Department of Education administers the state standards review process and the implementation of those standards, once approved by the Board. The agency’s existing resources can absorb this responsibility at this time.

Timetable for Further Review/Action:

Upon acceptance of the proposed *Fine Arts Standards of Learning* for first review by the Board of Education, a 30-day public comment period in May will be announced. Any significant comments will be provided to the Board before the final review of the standards in July. Upon approval of the final revisions to the *Fine Arts Standards of Learning*, the Department of Education will post the revised standards on the Department’s Web site and inform constituents through a variety of channels including a Superintendent’s Memorandum.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the attached revisions to the *Fine Arts Standards of Learning*.

COMPARISON 2006 TO 2013 STANDARDS BY GRADE LEVEL AND COURSE
April 25, 2013

VISUAL ARTS		
2006 GRADE LEVELS AND COURSES	2013 PROPOSED GRADE LEVELS AND COURSES	2013 SUMMARY GRADE LEVELS AND COURSES
Kindergarten		Kindergarten Visual Arts
Grade One		Grade One Visual Arts
Grade Two		Grade Two Visual Arts
Grade Three		Grade Three Visual Arts
Grade Four		Grade Four Visual Arts
Grade Five		Grade Five Visual Arts
Grade Six		Grade Six Visual Arts
Grade Seven		Grade Seven Visual Arts
Grade Eight		Grade Eight Visual Arts
Art I: Art Foundations		Art I: Art Foundations
Art II: Intermediate		Art II: Intermediate
Art III: Advanced Intermediate		Art III: Advanced Intermediate
Art IV: Advanced		Art IV: Advanced

COMPARISON 2006 TO 2013 STANDARDS BY GRADE LEVEL AND COURSE

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MUSIC		
2006 GRADE LEVELS AND COURSES	2013 PROPOSED GRADE LEVELS AND COURSES	2013 SUMMARY GRADE LEVELS AND COURSES
Kindergarten		Kindergarten General Music
Grade One		Grade One General Music
Grade Two		Grade Two General Music
Grade Three		Grade Three General Music
Grade Four		Grade Four General Music
Grade Five		Grade Five General Music
	Elementary Instrumental Music	Elementary Instrumental Music
Grade Six - Eight General Music	Grade Six General Music	Grade Six General Music
	Grade Seven General Music	Grade Seven General Music
	Grade Eight General Music	Grade Eight General Music
	Middle School Instrumental Music, Beginning Level	Middle School Instrumental Music, Beginning Level
	Middle School Instrumental Music, Intermediate Level	Middle School Instrumental Music, Intermediate Level
	Middle School Instrumental Music, Advanced Level	Middle School Instrumental Music, Advanced Level
	Middle School Guitar	Middle School Guitar
	Middle School Vocal/Choral Music, Beginning Level	Middle School Vocal/Choral Music, Beginning Level
	Middle School Vocal/Choral Music, Intermediate Level	Middle School Vocal/Choral Music, Intermediate Level
	Middle School Vocal/Choral Music, Advanced Level	Middle School Vocal/Choral Music, Advanced Level
Grades Nine - Twelve General Music		High School General Music
	High School Music Theory	High School Music Theory
Instrumental Music - Beginning Level		High School Instrumental Music, Beginning Level
Instrumental Music - Intermediate Level		High School Instrumental Music, Intermediate Level
Instrumental Music - Advanced Level		High School Instrumental Music, Advanced Level
Instrumental Music - Artist Level		High School Instrumental Music, Artist Level
	High School Guitar I	High School Guitar I
	High School Guitar II	High School Guitar II
Vocal/Choral Music: Beginning Level		High School Vocal/Choral Music, Beginning Level
Vocal/Choral Music: Intermediate Level		High School Vocal/Choral Music, Intermediate Level
Vocal/Choral Music: Advanced Level		High School Vocal/Choral Music, Advanced Level
Vocal/Choral Music: Artist Level		High School Vocal/Choral Music, Artist Level

COMPARISON 2006 TO 2013 STANDARDS BY GRADE LEVEL AND COURSE

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DANCE ARTS		
2006 GRADE LEVELS AND COURSES	2013 PROPOSED GRADE LEVELS AND COURSES	2013 SUMMARY GRADE LEVELS AND COURSES
Middle School Exploratory Dance Arts		Middle School Exploratory Dance Arts
Dance I		Dance I
Dance II		Dance II
	Dance III	Dance III
	Dance IV	Dance IV

THEATRE ARTS		
2006 GRADE LEVELS AND COURSES	2013 PROPOSED GRADE LEVELS AND COURSES	2013 SUMMARY GRADE LEVELS AND COURSES
Middle School Exploratory Dramatics	Grade Six Theatre Arts	Grade Six Theatre Arts
	Grade Seven Theatre Arts	Grade Seven Theatre Arts
	Grade Eight Theatre Arts	Grade Eight Theatre Arts
Theatre Arts I: Introduction to Theatre		Theatre Arts I: Introduction to Theatre
Theatre Arts II: Dramatic Literature and Theatre History		Theatre Arts II: Dramatic Literature and Theatre History
Theatre Arts III: Intermediate Acting and Playwriting		Theatre Arts III: Intermediate Acting and Playwriting
Theatre Arts IV: Advanced Acting and Directing		Theatre Arts IV: Advanced Acting and Directing
	Technical Theatre	Technical Theatre

PROPOSED REVISION

Visual Arts Standards of Learning

for
Virginia
Public Schools



**Board of Education
Commonwealth of Virginia**

April ~~2006~~2013

Introduction

The Visual Arts Standards of Learning identify the essential ~~content~~ knowledge and skills required in the visual arts curriculum for each grade level or course in Virginia's public schools. ~~The Standards are identified for kindergarten through grade eight and for four core high school courses~~ outline the minimum criteria for a sequential course of study within a comprehensive visual arts education program. The standards are designed to be cumulative, progressing in complexity by grade level from kindergarten through the sequence of high school courses.

Throughout visual arts education, course content is organized into four specific content strands or topics: Visual Communication and Production; ~~Cultural Context and Art History and Cultural Context~~; ~~Judgment Analysis, Evaluation, and Criticism~~; and Aesthetics. ~~Although the strands are presented separately for organizational purposes, in practice they are integrated throughout visual arts instruction, regardless of the particular learning experience. It is through the mastery of visual arts concepts and acquisition of the concepts, content, and visual arts skills that the goals for visual arts education can be realized.~~ A comprehensive visual arts education program provides students with multiple means of expression as well as ~~with~~ analytical skills to evaluate information that is conveyed by through images and symbols. Through participation in the visual arts, students develop critical-thinking skills and draw upon core academic areas to solve problems of creation, design, and execution. They develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifetime of engagement with the arts.

The standards are ~~not~~ intended neither to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond these standards and select instructional strategies and assessment methods appropriate for their students. Teachers ~~will~~ are expected to consistently model appropriate use of copyrighted and royalty-protected materials.

Goals

The content of the Visual Arts Standards of Learning is intended to support the following goals for students:

- Acquire the technical and artistic knowledge and skills necessary for creative, expressive, and artistic production.
- Select and use art media, subject matter, and symbols for expression and communication.
- Solve visual arts problems with originality, flexibility, fluency, and imagination.
- Develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.
- Use materials, methods, information, and technology in a safe and ~~ethical~~ healthy manner.
- Demonstrate understanding of ~~and apply~~ the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) and the ways they are used in ~~the visual arts~~ artistic production.
- ~~Solve visual arts problems with originality, flexibility, fluency, and imagination.~~
- ~~Develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.~~
- ~~Use materials, methods, information, and technology in a safe and ethical manner.~~
- Interpret, reflect upon, and evaluate the characteristics, purposes, and merits of ~~their~~ personal work and the work of others.
- Identify, analyze, and apply criteria for making visual aesthetic judgments of ~~their~~ personal work and the work of others.

- Develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.
- Develop understanding and appreciation of the roles, opportunities, and careers in the visual arts and related areas.
- ~~Develop awareness of ethical practices, to include following~~ copyright and royalty requirements when exhibiting art, producing art, or ~~otherwise~~ using the works of others.
- Nurture a lifelong appreciation for visual arts as an integral component of an educated, cultured society.

Strands

Visual Communication and Production

Students will ~~use the art-making process to~~ develop and communicate ideas ~~by creating, images, and themes in~~ works of art. They will develop fluency in visual communication, oral, as well as verbal and written communication, using art vocabulary and concepts. Through art production, students will express ~~ideas and feelings~~ meaning and values in two-dimensional and three-dimensional art forms and gain respect for their own work and the work of others. Students ~~also~~ will demonstrate safe and ethical practices ~~in the use of~~ when using art materials, tools, techniques, and processes.

~~Cultural Context and Art History and Cultural Context~~

~~By investigating works of art from different times and places, S~~students will develop an understanding ~~of the visual that arts in relation to history and cultures shape and reflect each other by investigating works of art from different times and places.~~ Through the study of works of art and the people who ~~produced~~ created them, students will ~~learn to~~ understand the role ~~the~~ of visual arts ~~play~~ in communicating ~~historical and diverse~~ cultural beliefs and ideas.

~~Judgment Analysis, Evaluation, and Critieismque~~

Students will examine works of art and make informed judgments about them based on established visual arts criteria. Through the understanding of visual arts ~~principles concepts~~ and processes, ~~they~~ students will be able to use a variety of strategies to analyze the visual qualities and interpret the meanings of works of art. They will also employ critical evaluation skills in ~~the production of~~ creating and exhibiting their works of art.

Aesthetics

Students will analyze and reflect on ~~and analyze~~ their personal responses to the expressive and communicative qualities of works of art. They will understand that their personal backgrounds, knowledge, and experiences influence their perceptions of works of art. Through the examination of issues related to the visual arts, students will draw conclusions and reflect on the nature, meaning, and value of art, based on their dual roles as both creators and viewers of art. They will learn to recognize the difference between personal opinion and informed judgment when reflecting on, discussing, and responding to visual imagery.

Safety

Safety must be given the highest priority in implementing the ~~V~~visual Arts Standards of Learning instructional program. ~~teachers must teach and s~~Students must understand the rationale for safe practices and guidelines. ~~They and~~ must demonstrate appropriate classroom safety techniques, including the ~~and~~ safe use of materials, equipment, tools, and art spaces ~~safely~~ while working individually and in groups. Teachers are responsible for ensuring that students know why some materials and practices are unsafe.

~~Safety must be given the highest priority in implementing the K–12 instructional program for visual arts.~~ Correct and safe techniques, as well as the wise selection of resources, materials, and equipment appropriate ~~to~~ for the students' age levels, must be carefully considered with regard to the safety precautions needed for every instructional activity. Safe visual arts classrooms require thorough planning, careful ~~management~~ menting, and constant monitoring ~~of student~~ during art-making activities. Class enrollments should not exceed the designated capacity of the room.

Prior to using ~~them~~ hazardous art materials in an instructional activity, teachers must be knowledgeable about their properties, use, storage, and proper disposal ~~of all art materials that may be judged as hazardous.~~ Art materials containing toxic substances that can cause acute or chronic health effects are prohibited from use with students in pre-kindergarten through grade six, or up to twelve years of age. All hazardous art materials are required to have been tested by the manufacturer and to exhibit the safety labeling "Conforms to ASTM D-4236," "Conforms to ASTM Practice D-4236," or "Conforms to the health requirements of ASTM D-4236."

Toxic materials can enter the body in three different ways: inhalation, ingestion, or absorption through the skin. If toxic material does enter a child's body, it can result in an allergic reaction, acute illness, chronic illness, cancer, or death. Toxic materials can be more harmful to children than to adults for several reasons. Since children are smaller than adults, any given amount of a toxic material in a child's body is more concentrated than in an adult's body. Since children are still growing and developing, their bodies more readily absorb toxic materials, which can result in more damage than in adults. Children are also at higher risk because of their behavior: they may not understand why it is important to be careful when using harmful materials, and, for example, they may put things in their mouths or swallow them without regard for the consequences.

While no comprehensive list exists to cover all situations, the following guidelines from The Center for Safety in the Arts should be ~~reviewed~~ followed to avoid potential safety problems:

1. Avoid certain art supplies for students in pre-kindergarten through grade six, or up to twelve years of age. The general rules are as follows:
 - No dust or powders;
 - No chemical solvents or solvent-containing products;
 - No aerosol sprays, air brush paints, or other propellants;
 - No acids, alkalis, bleaches, or other corrosive chemicals;
 - No donated or found materials, unless ingredients are known;
 - No old materials, as they may be more toxic and have inadequate labeling; and
 - No lead, metals, or cadmium products, as found in paints, glazes, metal work, and stained glass.When feasible, substitution of nontoxic materials for hazardous materials should be made a priority with students over twelve years of age.

2. High-risk students, who are at greater than usual risk from toxic materials, ~~and they~~ must be treated with special care and attention when using potentially harmful art supplies. High-risk students include those who have visual or hearing problems, physical disabilities, or asthma; take medication; or are emotionally disturbed.
3. Make sure products are adequately labeled. Do not use any product that does not have a label or has a label that gives inadequate information. In general, the more the label describes the product, the easier it will be to use safely. The label should state how the product is to be used. It should also state what to do in case of an accident. Even if the label says “nontoxic,” do not assume that ~~it~~ the product is completely safe. Art materials must contain one of the three ASTM D-4236 labels listed above for assurance that they are safe ~~products to use~~. If containers are changed, be sure to label the new container.
4. Purchase hazardous products in small containers, because the smaller the amount of a product, the less potential there is for exposure to it. Also, larger amounts often are not quickly depleted, and leftover products need to be properly stored. Accidental poisonings may occur when stored products are left unattended. If such an accident should occur, call the local poison control center immediately.

Art educators are responsible for the art materials they order and supply to students and for the safe use of those materials. Numerous safe art materials are available for use in place of materials identified as being toxic. ~~Keep in mind that art materials containing toxic substances, which can cause acute or chronic health effects, are prohibited from use with students up to twelve years of age. Teachers of students twelve years of age or older should also avoid the use of toxic hazardous art materials.~~ Only art materials manufactured and labeled for use in the production of art projects and activities should be used in the execution of art projects within the classroom.

Exhibiting Student Art

Students at all grade levels should have opportunities to exhibit their ~~artwork~~ works of art throughout the school year in different contexts and venues and for various purposes. Exhibiting their ~~own~~ art is particularly beneficial to students when they participate directly in the exhibition process.

The exhibition process has the following five phases:

- Theme development and selection criteria;
- Exhibition design (physical design, artists’ statements, signage);
- Exhibition installation;
- Publicity (e.g., announcements, invitations, reviews); ~~and~~
- Event (assessment and reflection)-

Simple displays may focus on just one or two of these phases, but as students gain experience, their exhibitions can become more complex and sophisticated. The exhibition process encompasses many skills, concepts, and abilities that reflect aesthetic, critical, contextual, and technical decisions that directly complement the comprehensive visual arts education curriculum.

Kindergarten Visual Arts

The standards for ~~Kindergarten~~ Visual Arts serve as ~~building blocks~~ the foundation for further visual arts instruction. The standards place emphasis on cognitive, affective, sensory, and motor development, using a problem-solving approach. Students ~~will~~ learn that art is a means for personal expression, has value, teaches about other times and places, and connects in important ways to other areas of learning. Students ~~will come to~~ understand that their works of art are unique and valuable as forms of self-expressions.

Visual Communication and Production

- K.1 The student will create works of art that represent personal ~~solutions~~ responses to art-making problems.
- K.2 The student will create works of art that express ~~ideas and feelings~~ ideas through the creation of works of art.
- K.93 The student will ~~describe the~~ follow a sequence of steps used in ~~the making of a~~ creating works of art.
- K.4 The student will create ~~a~~ works of art that commemorates ~~a personal or historical~~ community events.
- K.5 The student will create ~~a~~ works of art that ~~depicts a specific animal or plant~~ connect to everyday life.
- K.6 The student will create ~~a self-portrait~~ works of art that include the human figure as subject matter.
- K.37 The student will identify and use the following in works of art:
1. ~~e~~ Colors—red, blue, yellow, green, orange, violet, brown, black, ~~and~~ white;
 32. ~~H~~ Line and line characteristics—straight/curved, thick/thin, long/short, ~~vertical/horizontal, and diagonal~~ up/down/across;
 43. ~~s~~ Shape—circle, square, triangle, rectangle, ~~and~~ oval; ~~and~~
 24. ~~t~~ Textures—~~sight and touch~~ visual, tactile;
 5. ~~p~~ Patterns—~~occurring naturally, and man-made~~ by people.
- K.78 The student will ~~identify~~ recognize that objects ~~within the environment~~ that occupy space.
- K.89 The student will identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.
- K.10 The student will create drawings from observation.
- K.4011 The student will use motor skills (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping) to create two-dimensional and three-dimensional works of art.

Cultural Context and Art History and Cultural Context

- K.412 The student will identify people who make art as “artists” (e.g., ~~painters, sculptors, printmakers, architects, graphic designers~~).
- K.423 The student will identify the purposes for creating works of art.
- K.434 The student will ~~discuss~~ describe the concept that people in all cultures create works of art.

Judgment Analysis, Evaluation, and Criticism

- K.445 The student will describe and respond to works of art.
- K.456 The student will classify objects in the environment by ~~using art vocabulary~~ their visual qualities (e.g., color, texture, line, shape, pattern).

Aesthetics

- K.16 ~~The student will discuss and explain ideas and expressions in personal works of art.~~
- K.17 The student will select a preferred work of art ~~from among others~~ and explain why it was chosen.
- K.18 The student will ~~discuss thoughts~~ describe ideas, experiences, and feelings expressed in personal and other works of art.

Grade One Visual Arts

The standards for ~~Grade One Visual Arts~~ continue to emphasize that the visual arts are about ideas. Development continues in cognitive, ~~sensory~~, affective, ~~sensory~~, and motor domains. The standards continue to emphasize the language of art. Art production focuses on increased communication, self-expression, and the depiction of stories and events. Students ~~will~~ learn that people have different responses to ~~the visual works of arts~~.

Visual Communication and Production

- 1.1 The student will ~~recognize and discuss various~~ examine a variety of solutions to ~~a single art art-~~ making problems.
- 1.2 The student will describe steps used in the creation of works of art.
- 1.2~~3~~ The student will use the senses of sight, touch, and hearing as inspirations for works of art.
- 1.4 The student will create works of art inspired by stories, ~~or~~ poems, ideas, and themes.
- 1.5 The student will create art from real and imaginary sources of inspiration.
- 1.6 The student will ~~use~~ depict personal experiences ~~and simulated situations as subject matter~~ in works of art.
- 1.3~~7~~ The student will identify and use the following in works of art:
 - 1. ~~primary e~~Colors — ~~red, blue, and yellow~~ primary;
 - 2. ~~Line and line variations~~ — zigzag, dotted, wavy, ~~and~~ spiral;
 - 3. ~~texture~~ — visual and tactile;
 - 4~~3~~. ~~s~~Shape — geometric ~~and~~ organic; ~~and~~
 - 5~~4~~. ~~p~~Patterns — alternating ~~and~~ repeating.
- 1.8 The student will arrange shapes in space within the picture plane.
- 1.9 The student will identify and use figure-ground relationships in works of art.
- 1.7~~10~~ The student will demonstrate the ~~ability to recognize~~ use of size relationships in works of art.
- 1.8 ~~The student will develop eye/hand coordination by drawing and constructing.~~
- 1.9~~11~~ The student will create observational and depict plants, animals, and drawings of people in a landscape work of art and objects in the environment.
- 1.4~~12~~ The student will use motor skills ~~to~~ (e.g., cutting, modeling, molding, ~~weave~~, tearing, weaving) ~~and otherwise manipulate art materials to create two- and three-dimensional works of art.~~

Cultural Context and Art History and Cultural Context

- 1.4~~2~~13 The student will ~~recognize and~~ describe how art is an integral part of one's ~~own~~ culture.

- 1.13 ~~The student will identify and describe works of art that communicate feelings, ideas, and information.~~
- 1.14 The student will identify American cultural symbols and events depicted in art.
- 1.15 ~~The student will describe and discuss similarities and differences between~~ among various careers in the visual arts.

JudgmentAnalysis, Evaluation, and Criticism

- 1.16 ~~The student will describe and discuss the visual qualities and content of works of art, using an art vocabulary.~~
- 1.17 ~~The student will view works of art and describe similarities and differences between them among works of art.~~
- 1.18 ~~The student will discuss~~ explain why viewers may have different responses to works of art.

Aesthetics

- 1.19 ~~The student will describe and discuss~~ how feelings, ideas, and emotions are communicated in works of art.
- 1.20 ~~The student will discuss the reasons~~ explain why works of art have value.
- 1.21 ~~The student will express a point of view regarding what art is and what purposes~~ art it serves.

Grade Two Visual Arts

The standards for ~~g~~Grade ~~€~~Two Visual Arts focus on the acquisition of a reservoir of ideas for art making. Students ~~will~~ acquire ideas from their own experiences, their school, their communities, the environment, and the art of other cultures. Students ~~will~~ express these ideas, using an increasing variety of art materials, skills, techniques, and processes.

Visual Communication and Production

- 2.1 The student will ~~investigate~~ generate a variety of solutions to a single visual arts-making problems.
- 2.2 The student will incorporate unanticipated results of art making into works of art.
- ~~2.3~~ The student will depict imaginary experiences in works of art.
- 2.34 The student will ~~use create literary sources to generate ideas for~~ works of art inspired by a variety of concepts, themes, and literary sources.
- 2.45 The student will identify and use the following in works of art:
1. ~~secondary c~~Colors—orange, violet, and green~~secondary;~~
 32. ~~three-dimensional f~~Forms—three-dimensional (cube, cylinder, sphere, pyramid, and cone);
and
 3. Line—vertical, horizontal, diagonal
 24. sShapes—geometric ~~and~~ organic;
 45. pPattern—complex, alternating, and repeating-
- ~~2.5~~ The student will use environmental themes and historical events as inspiration for works of art.
- ~~2.6~~ The student will use foreground and background in works of art.
- 2.7 The student will depict objects ~~in~~ according to size and proportion within a work of art.
- ~~2.8~~ The student will collaborate with others to create a work of art.
- ~~2.8~~ The student will use observational drawing in preparation for creating works of art.
- ~~2.9~~ The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.
- 2.69 The student will create ~~a work~~ of art from observation.
- 2.10 The student will create ~~a three-dimensional work~~ of art, using a variety of materials to include clay.
- ~~2.11~~ The student will create a work of art by manipulating clay.

~~Cultural Context and Art History~~ and Cultural Context

- 2.1411 The student will identify symbols from various cultures.

- 2.4512 The student will identify works of art and elements of architecture from other cultures, ~~including Ancient Egypt, Ancient China, and American Indians (First Americans).~~
- 2.13 The student will compare ~~the~~ works of art, artifacts, and elements of architecture, and artifacts of other cultures with ~~that those~~ of their own culture.
- 2.4214 The student will recognize ~~the~~ careers related to the art media they have studied used in instruction.

JudgmentAnalysis, Evaluation, and Criticism

- 2.4715 The student will categorize works of art by subject matter, including the genres of portrait, landscape, and still life.
- 2.16 The student will express opinions with supporting statements regarding works of art.
- 2.18 ~~The student will distinguish between natural objects and objects made by man in the environment.~~
- 2.4917 The student will interpret ideas and feelings expressed in personal and others' works of art.

Aesthetics

- 2.18 The student will distinguish between ~~natural~~ objects that occur naturally and objects made by ~~man in the environment~~ people.
- 2.2019 The student will ~~discuss local~~ identify public art and its value to the community.
- 2.2420 The student will describe the meanings communicated and feelings evoked by works of art.
- 2.2221 The student will ~~discuss the~~ explain ways that the art of a culture reflects its people's attitudes and beliefs.

Grade Three Visual Arts

The standards for ~~g~~Grade ~~€~~Three Visual Arts emphasize learning through inquiry. Students ~~will~~ examine aspects of the artistic process: idea generation, problem solving, and self-assessment. Students ~~will~~ investigate the integral role of art and architecture within ~~ancient~~ various cultures, and they ~~will~~ combine knowledge of ~~ancient~~ art and architecture, effective artistic processes and skills, and a variety of ideas to produce works of art.

Visual Communication and Production

- 3.1 The student will identify innovative solutions used by artists to solve ~~visual art-making~~ problems.
- 3.2 The student will describe and use steps of the art-making process, including brainstorming, preliminary sketching, and planning, to create works of art.
- 3.23 The student will ~~use various art processes and techniques to produce works of art that demonstrate~~ identify craftsmanship in works of art.
- 3.4 The student will use imaginative and expressive strategies to create works of art.
- 3.35 The student will develop ~~art ideas from~~ inspired by a variety of sources, including print, nonprint, and technology contemporary media, for incorporation into works of art.
- 3.406 The student will ~~produce a~~ create works of art that communicates ideas, themes, and feelings.
- 3.47 The student will identify and use the following in works of art:
1. ~~intermediate~~ eColors;—intermediate, warm, cool
 2. ~~warm and cool colors;~~
 - 3.2. ~~Space—positive and, negative space;~~
 - 4.3. ~~bBalance—symmetry and, asymmetry, radial;~~
 - 6.4. ~~eContrast;~~
 5. ~~pPattern—extend the sequential structure, using motifs; and~~
- 3.58 The student will ~~compare, contrast, and~~ use organic and geometric shapes in ~~works of art~~ observational drawing.
- 3.6 The student will create a functional object that reflects the contributions of Greco-Roman civilizations, as found in artifacts.
- 3.7 The student will create the illusion of depth on a two-dimensional surface, using overlapping, size variation, and placement in the picture plane.
- 3.89 The student will identify and use foreground, middle ground, and background in two-dimensional works of art.
- 3.9 The student will identify and use architectural forms (e.g., cube, cylinder, sphere, pyramid, cone).

~~3.4110~~ The student will ~~create a work of art in use~~ subtractive and additive processes in various media, including clay, using the coil building process to create sculptures.

Cultural Context and Art History and Cultural Context

~~3.4711~~ The student will identify how works of art and craft reflect times, places, and cultures.

~~3.4412~~ The student will identify distinguishing characteristics of genres of art, including landscape, seascape, and cityscape.

~~3.13~~ The student will ~~discuss~~ identify how history, culture, and the visual arts influence each other.

~~3.14~~ The student will identify common attributes of works of art created by artists within a culture.

~~3.15~~ The student will examine the relationship between form and function in the artifacts of a culture.

~~3.4516~~ The student will compare and contrast art and architectural styles ~~of ancient~~ from other cultures, ~~including Greece and Rome.~~

~~3.4217~~ The student will identify ~~and discuss~~ common characteristics ~~in~~ of various art careers ~~(e.g., painter, sculptor, illustrator, visual art teacher).~~

~~3.16~~ The student will identify and examine objects of the early West African empire of Mali.

~~3.18~~ The student will explain the role of archaeology in learning about the art of past cultures.

Judgment Analysis, Evaluation, and Criticism

~~3.2218~~ The student will analyze and interpret works of art by subject matter, including portrait, landscape, still life, and narrative works of art.

~~3.2419~~ The student will analyze personal works of art ~~for the use of,~~ using elements of art and principles of design.
~~1. rhythm;~~
~~2. balance—symmetry and asymmetry; and~~
~~3. spatial relationships—overlapping, size, proportion, and placement.~~

~~3.2320~~ The student will express informed judgments about works of art.

~~3.19~~ The student will examine and discuss why works of art have been interpreted in different ways throughout history.

~~3.20~~ The student will describe the problem-solving process involved in producing personal works of art, using appropriate art vocabulary.

~~3.21~~ The student will discuss the difference between art and other types of objects, using appropriate art vocabulary.

Aesthetics

- 3.21 The student will describe the difference between art and non-art objects.
- ~~3.25~~ The student will examine the relationship between form and function in the artifacts of a culture.
- ~~3.26~~ The student will identify common attributes in works of art produced by artists within one culture.
- ~~3.27~~22 The student will determine reasons why art has quality and value.
- ~~3.28~~23 The student will develop and describe personal reasons for valuing works of art.

Grade Four Visual Arts

The standards for ~~gGrade f~~Grade Four Visual Arts continue to emphasize the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) as the basic building blocks for art appreciation and production. Students ~~will~~ explore a range of materials ~~and~~ subject matter, ~~and~~ ideas in their personal works of art. ~~Emphasis is on the importance of historic events and environment in Virginia from colonial times to the present.~~ Students ~~will~~ examine the influence of art of the past on contemporary culture.

Visual Communication and Production

- 4.1 The student will ~~research and~~ use steps of the art-making process, including brainstorming, preliminary sketching, planning, and reflecting, to generate ideas for ~~creating and create~~ works of art, ~~using discussion~~.
- 4.2 ~~The student will use thumbnail sketches to document thought processes when creating works of art.~~
- 4.2 The student will demonstrate craftsmanship in personal works of art.
- 4.3 The student will use imaginative and expressive imagery to create works of art.
- 4.34 The student will create a works of art that ~~uses themes, connect~~ ideas, ~~and~~ art forms ~~from the past, or~~ cultural themes to personal experiences.
- 4.45 The student will ~~identify and use the characteristics of color, including hue, tint, shade, and intensity, use the following to express meaning in works of art:~~
1. Color—hue, tint, shade, intensity
 2. Texture—actual, implied
 3. Value—shading
 4. Pattern—repetition to imply movement
 5. Variety—to create interest
- 4.6 The student will ~~identify and use a variety of~~ analyze how lines choices affect the intent of in a work of art ~~and make selections accordingly~~.
- 4.57 The student will ~~identify and use~~ variety, repetition, ~~and~~ make artistic choices to create compositional unity in a works of art.
- 4.98 The student will ~~use contour drawing, perspective drawing, and shading techniques to create a work of art that depicts a three-dimensional object~~ create the illusion of depth on a two-dimensional surface, using overlapping, size variation, and placement on the picture plane.
- 4.9 The student will use contour drawing and shading techniques to create observational drawings.
- 4.710 The student will describe and use hand-building techniques, ~~including the slab method~~, to make a ceramic work of art.
- 4.8 ~~The student will identify positive and negative space in works of art.~~

~~4.10~~ The student will create abstract works of art.

~~4.11~~ The student will use craft techniques in works of art.

Cultural Context and Art History and Cultural Context

~~4.15~~12 The student will ~~examine~~ describe the roles of crafts and artisans in ~~Colonial Virginia~~ various cultures.

~~4.16~~13 The student will ~~investigate~~ describe artists and their work, ~~using research tools and procedures~~.

~~4.13~~14 The student will ~~recognize~~, compare, and contrast ~~the~~ characteristics of diverse cultures depicted in contemporary works of art.

~~4.11~~15 The student will identify ~~and discuss~~ a variety of artists and art careers (e.g., ~~potter, weaver, glassmaker, jeweler, local community artist~~).

~~4.12~~ The student will compare and contrast abstract and realistic works of art.

~~4.14~~ The student will identify and describe the influences of ancient cultures on ~~Early American architecture~~.

Judgment Analysis, Evaluation, and Criticism

~~4.20~~16 The student will identify ~~and investigate~~ ways that works of art from popular culture reflect the past and influence the present.

~~4.19~~17 The student will compare and contrast abstract, representational, and nonrepresentational works of art.

~~4.18~~18 The student will analyze works of art based on visual properties and contextual information.

~~4.17~~19 The student will interpret works of art for multiple meanings.

~~4.21~~ The student will support the selection of a work of art, using appropriate art vocabulary.

~~4.22~~ The student will compare and contrast works of art by genre.

Aesthetics

~~4.24~~20 The student will ~~discuss~~ describe how personal beliefs influence responses to works of art.

~~4.25~~21 The student will formulate questions about aesthetic aspects of works of art.

~~4.23~~22 The student will ~~discuss~~ explain how criteria used to assess the value of art may vary from one culture to another.

~~4.26~~23 The student will ~~select a~~ explain preferences for works of art ~~from among others and defend the choice, using appropriate art vocabulary by responding to aesthetic questions~~.

Grade Five Visual Arts

The standards for ~~g~~Grade ~~f~~Five Visual Arts enable students to use their knowledge and skills to synthesize information, thus allowing them to produce and respond to works of art. Emphasis is on communication of personal values and beliefs in art appreciation and production. ~~Study relates to art produced by cultures from Pre-Columbian times to 1877.~~ Students will gain fluency in using and understanding the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) as they relate to artistic expression and communication.

Visual Communication and Production

- 5.61 The student will ~~develop ideas for works of art by use~~ steps of the art-making process, including brainstorming, conducting research, and making preliminary sketching, planning, reflecting, and refining, to synthesize ideas for and create works of art.
- 5.1 The student will ~~synthesize information to produce~~ works of art.
- 5.2 The student will ~~use the primary colors and black and white to mix a variety of hues, tints, and shades to create a work of art.~~
- 5.2 The student will execute and complete works of art with attention to detail and craftsmanship.
- 5.423 The student will express personal ideas, images, and themes through artistic choices of media, techniques, and subject matter.
- 5.4 The student will identify and apply ethical decisions in art making.
- 5.35 The student will ~~use the elements of art—line, shape, form, color, value, texture, and space—to express ideas, images, and emotions. following to express meaning in works of art:~~
1. Color—student-mixed hues, tints, shades, tones
 2. Form—convex, concave, positive, negative
 3. Texture—surface embellishment
 4. Value—gradation to create the illusion of depth on a two-dimensional surface
 5. Balance—formal, informal
 6. Pattern—repetition to create rhythm
- 5.406 The student will ~~use linear atmospheric perspective in a~~ works of art.
- 5.447 The student will use size and proportion to emphasize spatial relationships in works of art.
- 5.8 The student will draw the human figure in proportion from observation.
- 5.4 The student will ~~create repeating patterns, using translation (slide), reflection (flip), and rotation (turn).~~
- 5.5 The student will ~~use the principles of design, including proportion, rhythm, balance, emphasis, variety, contrast, and unity, to express ideas and create images.~~
- 5.439 The student will ~~use technology contemporary media to produce a create~~ works of art.

- ~~5.14~~10 The student will ~~use three-dimensional art media to create a sculpture in the round, high relief, or bas-relief, using three-dimensional media, including clay.~~
- ~~5.11~~ The student will combine various craft techniques in works of art.
- ~~5.7~~ The student will collaborate with others to produce a work of art that characterizes a historical time period.
- ~~5.8~~ The student will defend a position regarding a historical or contemporary issue through the production of a work of art.
- ~~5.9~~ The student will demonstrate an understanding of symbolic meanings by incorporating symbols in a work of art.
- ~~5.15~~ The student will describe the changes that occur in clay, including plastic, leatherhard, greenware, bisque, and glazeware, during the ceramic process.
- ~~5.16~~ The student will produce fiber art that reflects the qualities of the fiber art of another age, culture, or country.

Cultural Context and Art History and Cultural Context

- ~~5.19~~12 The student will ~~identify~~ examine the influences of historic events, ~~subject matter, and media in~~ on works of art.
- ~~5.20~~13 The student will ~~research~~ describe similarities and differences among art and artists from a variety of cultures ~~and the works of art they have produced.~~
- ~~5.18~~14 The student will compare and contrast contemporary and historical works of art and, including architecture.
- ~~5.15~~ The student will describe how artists contribute to society.
- ~~5.17~~16 The student will describe ~~and discuss~~ various commercial art careers (e.g., ~~product designer, fashion designer, graphic artist, photographer~~).
- ~~5.21~~ The student will identify and discuss how American historical events influenced works of art, ~~with emphases on westward expansion and the Civil War.~~
- ~~5.22~~ The student will research, compare, and contrast the art of two cultures, ~~using contemporary technology.~~

Judgment Analysis, Evaluation, and Criticism

- ~~5.25~~17 The student will compare and contrast natural and constructed environments.
- ~~5.26~~18 The student will analyze and interpret works of art based on visual properties and ~~historical~~ context.
- ~~5.24~~19 The student will ~~discuss~~ analyze an artist's point of view based on ~~evidence from written sources~~ contextual information.

~~5.27~~20 The student will ~~apply~~ use specific criteria to ~~assess~~ evaluate a finished product.

~~5.23~~ — The student will ~~compare and contrast art from various cultures and periods, including Pre-Columbian, African American, Colonial American, and European, using appropriate art vocabulary.~~

Aesthetics

~~5.28~~ — The student will ~~discuss the role of art and artists in society.~~

~~5.29~~21 The student will ~~discuss~~ describe how criteria used to assess the value of art ~~within a culture~~ may vary over time.

~~5.31~~22 The student will ~~articulate reasons for establishing~~ select a preference ~~red among~~ works of art; using appropriate art vocabulary and defend the selection.

~~5.30~~23 The student will ~~describe a valued~~ compare and contrast objects ~~within present-day culture~~ in terms of aesthetic preferences.

~~5.24~~ — The student will reflect on and describe the nature of art.

Grade Six Visual Arts

The standards for ~~g~~Grade ~~s~~Six Visual Arts emphasize exploration of studio processes. Using the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) as a framework, students will investigate a variety of ~~experiences and concepts~~ ideas for creating art. Students will explore various two-dimensional and three-dimensional art media, using a variety of expressive and technical approaches. Students will understand the factors that distinguish artistic styles and that clarify the role of art in ~~American culture~~. Through critical ~~examination~~ analysis and evaluation, students will determine how artists convey meaning through the use of forms, media, and symbols. ~~Students will test and develop their own ideas regarding the nature of art and will encounter philosophical and ethical questions. Upon the successful completion of the visual arts standards for grade six, students will possess the skills that will allow them to evaluate the effects of various influences on the discipline of the visual arts.~~

Visual Communication and Production

- ~~6.1~~ — The student will solve design problems, using color relationships selected from the color wheel.
- ~~6.1~~ — The student will use, and record in a sketchbook/journal, steps of the art-making process, including brainstorming, preliminary sketching, planning, reflecting, refining, and elaborating, to create works of art.
- ~~6.2~~ — The student will exercise increasing skill and control in the use of media and techniques.
- ~~6.3~~ — The student will communicate personal ideas, experiences, and narratives through the creation of works of art, using a variety of media.
- ~~6.4~~ — The student will depict the proportional relationships among the parts of the human body or among other objects.
- ~~6.4~~ — The student will examine and apply ethical decisions in art making.
- ~~6.5~~ — The student will use visual memory skills to produce a work of art.
- ~~6.25~~ — The student will use the elements of art and principles of design, including the following, to express ideas and create images, meaning in works of art:
- ~~1.~~ Color—relationships
 - ~~2.~~ Line—variation, implied
 - ~~3.~~ Texture—visual, tactile
 - ~~4.~~ Value—gradation
 - ~~5.~~ Proportion—realistic, distorted
- ~~6.6~~ — The student will use appropriate art media and techniques to create both visual and tactile textures in works of art.
- ~~6.36~~ — The student will use ~~one point~~ a variety of perspective techniques to create the illusion of depth in a two-dimensional drawing space in works of art.
- ~~6.7~~ — The student will use chiaroscuro to create the illusion of form in a work of art.

- ~~6.7~~ The student will apply a variety of techniques (e.g., gesture, continuous line) in observational drawings.
- ~~6.8~~ The student will produce a kinetic work of art.
- ~~6.8~~ The student will use modeling, assembling, or carving to create three-dimensional works of art.
- ~~6.9~~ The student will utilize fantasy as a means of expression in works of art.
- ~~6.10~~ The student will use computer graphics and computer-generated text to create original works of art.

Cultural Context and Art History and Cultural Context

- ~~6.429~~ The student will identify the components of an artist's style, including materials, design, technique, and subject matter, and purpose.
- ~~6.10~~ The student will examine the role of crafts in society.
- ~~6.1411~~ The student will identify how describe ways artists contribute to society through their work.
- ~~6.1412~~ The student will describe and discuss explain various types of collaborative art careers (e.g., architect, motion picture producer, animator, Web page designer, interior designer).
- ~~6.13~~ The student will identify major art movements in American culture from 1877 to the present, with emphasis on relating these movements to changes in science and technology.

Judgment Analysis, Evaluation, and Criticism

- ~~6.4913~~ The student will identify explain the relationship between art-making processes and final solutions finished products.
- ~~6.1714~~ The student will demonstrate use critical inquiry skills and appropriate art vocabulary for when describing, responding to, interpreting, and evaluating works of art.
- ~~1.~~ describing works of art;
 - ~~2.~~ responding to works of art;
 - ~~3.~~ interpreting works of art; and
 - ~~4.~~ evaluating works of art.
- ~~6.15~~ The student will discuss the ways that art can be persuasive.
- ~~6.1815~~ The student will interpret the describe ideas and emotions expressed in works of art, using appropriate art vocabulary.
- ~~6.16~~ The student will explain how the elements of art, the principles of design, art techniques, and art media influence meaning in works of two-dimensional and three-dimensional art.
- ~~6.20~~ The student will identify and examine ethical standards in the use of
- ~~1.~~ print and digital images;
 - ~~2.~~ materials protected by copyright; and
 - ~~3.~~ information technology.

Aesthetics

- 6.21 ~~The student will respond to works of art and analyze those responses in terms of cultural and visual meaning.~~
- 6.16 ~~The student will identify how visual language communicates personal meaning.~~
- 6.22~~17~~ The student will ~~generate philosophical~~ respond to questions ~~regarding meanings in about why artists create~~ works of art.
- 6.23~~18~~ The student will describe the manner in which the beliefs and values systems of a viewer may influence ~~contemplation of~~ ideas and feelings about works of art.
- 6.24~~19~~ The student will explain ~~orally and in writing~~ the means by which visual works of art evokes personal sensory and, emotional, and aesthetic responses.

Grade Seven Visual Arts

The standards for ~~gGrade s~~Grade Seven Visual Arts continue to ~~emphasize the~~ exploration, analysis, and investigation of the creative process. ~~Students will develop technical skills that empower them to communicate ideas visually, with the focus on realistic representations of their environment. Students will acquire knowledge that permits them to identify art styles and the periods to which those styles belong. In addition, students will become aware of a variety of art careers that they may consider. Students apply the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) to solve design problems, using traditional and contemporary art media. They will develop critical inquiry skills and expand their vocabulary as they explore the meaning of works of art, using analysis through the evaluation of subject matter, themes, and symbols. Students will develop an increased awareness of the nature of art and of their relationship to it as they explore the meaning and value of works of art.~~

Visual Communication and Production

- ~~7.1~~ — ~~The student will identify and use analogous, complementary, and monochromatic color relationships in works of art.~~
- 7.1 — The student will use, and record in a sketchbook/journal, steps of the art-making process, including research, to create works of art.
- ~~7.2~~ — ~~The student will create the illusion of movement in two-dimensional and three-dimensional works of art.~~
- 7.2 — The student will refine media techniques to demonstrate craftsmanship.
- 7.3 — The student will use ideas, concepts, and prior knowledge to solve art-making problems and create works of art.
- ~~7.54~~ — ~~The student will communicate information and ideas, experiences, and narratives through illustration the creation of works of art, using traditional and contemporary media.~~
- 7.5 — The student will explain and apply ethical decisions in art making.
- 7.36 — The student will apply in two-dimensional and three-dimensional works of art the elements of art and the principles of design, including line, shape, form, color, value, texture, space, proportion, rhythm, balance, emphasis, variety, and unity the following, to express meaning in works of art:
1. Color—harmonious chromatic relationships
 2. Line—contrast, gradation
 3. Space—positive, negative
 4. Emphasis—focal point, dominance
 5. Proportion—actual, exaggerated
- ~~7.4~~ — ~~The student will use line variations, including directionality, width, and implied line, to create contrasting qualities in a composition.~~

- 7.67 The student will use a variety of compositional techniques, including perspective, to create the illusion of depth in two-dimensional works of art, using a variety of the following devices: space within the picture plane.
1. ~~Overlapping;~~
 2. ~~Atmospheric perspective;~~
 3. ~~Diminishing size and detail; and~~
 4. ~~Object placement in the picture plane.~~
- 7.8 ~~The student will use two-point perspective to create the illusion of depth in a two-dimensional drawing.~~
- 7.78 The student will create contour line apply a variety of techniques in observational and expressive drawings that demonstrate perceptual skill.
- 7.9 ~~The student will create two-dimensional and three-dimensional works of art, integrating the elements of art and principles of design.~~
- 7.409 The student will create three-dimensional works of art, using geometric forms various processes to include clay hand-building techniques.
- 7.11 ~~The student will create works of art by representing and interpreting ideas from other fields of knowledge.~~
- 7.12 ~~The student will use mechanical graphic arts instruments and devices to solve commercial design problems.~~
- 7.13 ~~The student will use computer design programs to create original works of art.~~
- 7.14 ~~The student will use problem-solving skills to create a work of art that communicates ideas or emotions.~~

Cultural Context and Art History and Cultural Context

- 7.4610 The student will identify styles and themes in contemporary and historical works of art.
- 7.11 The student will analyze how art and culture influence each other.
- 7.17 ~~The student will compare and contrast the characteristics of public art, including monuments.~~
- 7.4812 The student will ~~examine~~ identify the uses and impact of persuasive techniques (e.g., selection of images, design, type, media) in print and ~~electronic~~ contemporary media.
- 7.4513 The student will compare and contrast various visual arts careers and the methods of in relation to career preparation for them.

Judgment Analysis, Evaluation, and Criticism

- 7.4914 The student will ~~explore and~~ identify subjects, themes, and symbols as they relate to meaning in works of art.
- 7.20 ~~The student will understand the use of personal information, artist intent, cultural influences, and historical context for interpretation of works of art.~~

- ~~7.21~~15 The student will ~~identify and apply criteria for judging~~ processes of art criticism to evaluate works of art.
- ~~7.25~~16 The student will ~~identify~~ compare and contrast the processes artists use to create works of art; ~~using analysis of rough sketches, drafts, and series.~~
- ~~7.22~~ — The student will identify and examine ethical and legal considerations in the use of ~~appropriated images and information.~~
- ~~7.23~~17 The student will analyze, interpret, and ~~judge~~ evaluate works of art, based on ~~biographical, historical, or personal and~~ contextual information.
- ~~7.24~~ — The student will ~~compare and contrast personal experiences with the life experiences depicted in works of art from other cultures.~~

Aesthetics

- ~~7.30~~18 The student will ~~investigate~~ analyze and reflect on the purposes and meaning of art.
- ~~7.29~~19 The student will describe personal responses to ~~the~~ visual qualities of ~~a~~ works of art.
- ~~7.28~~20 The student will ~~describe~~ interpret ways that social and cultural beliefs can influence responses to works of art.
- ~~7.26~~ — The student will analyze and describe how factors of time and place influence visual ~~characteristics that give meaning and value to a work of art.~~
- ~~7.27~~ — The student will generate questions about the nature of art and possible answers to the ~~questions.~~

Grade Eight Visual Arts

The standards ~~in for~~ Grade Eight Visual Arts focus on the application and synthesis ~~and application~~ of previously learned concepts. ~~Using traditional and emerging technologies, students are able to apply and~~ more complex technical skills as ~~they~~ students manipulate the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety), art media, and ideas in the art-making process. ~~Students will acquire art skills that enable them to make conscious choices of media, processes, and techniques for expressive purposes in the creation of original works of art. Students will produce works of art that are developed from preliminary ideas and sketches. They will compare and contrast art from different world cultures and investigate how context can influence meaning. Students will~~ They debate the purposes of art, formulate reasoned responses to meaningful art questions, develop their own criteria for making art judgments, and develop a personal aesthetic philosophy of art. ~~The acquisition of these skills enables students to develop a world view, placing the discipline of art within a broader context, and relating it to~~ Students make connections between their prior art experiences and other fields of knowledge.

Visual Communication and Production

- 8.1 ~~_____~~ The student will create works of art that emphasize specific formal color relationships.
- 8.1 ~~_____~~ The student will plan for and reflect on the art-making process, using a sketchbook/journal.
- 8.92 ~~_____~~ The student will ~~create and maintain an~~ develop and use a process art portfolio as an idea-building resource to create works of art.
- 8.3 ~~_____~~ The student will refine personal works of art to improve quality of craftsmanship.
- 8.4 ~~_____~~ The student will synthesize prior knowledge and experience to create works of art.
- 8.5 ~~_____~~ The student will use line to create value in a work of art.
- 8.5 ~~_____~~ The student will convey points of view about contemporary issues in personal works of art.
- 8.6 ~~_____~~ The student will communicate ideas, experiences, and narratives through the creation of original works of art, using selected media.
- 8.7 ~~_____~~ The student will identify and analyze the uses of typography in graphic arts.
- 8.107 ~~_____~~ The student will ~~apply independently make~~ ethical procedures in the execution of works of decisions in art making.
- 8.8 ~~_____~~ The student will demonstrate skill in combining text and imagery, using computer technology.
- 8.28 ~~_____~~ The student will ~~further expand and develop the use of the~~ select elements of art and the principles of design, including the following, to express meaning in works of art:
1. Color—contrasting relationships
 2. Value—shading
 3. Proportion—scale, ratio relationships
 4. Unity—harmony
 5. Variety

- 8.39 ~~The student will use aerial perspective~~ combine a variety of compositional techniques to create the illusion of space ~~in a two-dimensional drawing within the picture plane.~~
- 8.410 ~~The student will use observational and expressive drawing techniques to demonstrate multiple viewpoints perspective to create the illusion of depth in a two-dimensional drawing (e.g., above, below, front, back).~~
- 8.11 ~~The student will provide evidence of the critical and artistic processes used to achieve final art solutions in personal works of art by documenting preparation, rough drafts, and final solutions.~~
- 8.611 ~~The student will create three-dimensional works of art, using~~ by combining a variety of ~~themes~~ techniques and processes.

Cultural Context and Art History and Cultural Context

- 8.12 ~~The student will describe how works of art are influenced by social, political, and economic factors.~~
- 8.13 ~~The student will identify and analyze art and architecture from various world cultures, periods, or civilizations by styles, symbolism, and technological impact.~~
- 8.4513 ~~The student will compare and contrast works of art according to medium, period, style, and artist.~~
- 8.14 ~~The student will describe and place a variety of works in historical and cultural contexts.~~
- 8.4214 ~~The student will identify the roles of artists (e.g., graphic artists, animators, videographers, photographers, advertising artists) in mass media society.~~

Judgment Analysis, Evaluation, and Criticism

- 8.4615 ~~The student will analyze the effect the elements of art and the principles of design have on~~ how visual organization in works of art affects the communication of ideas.
- 8.16 ~~The student will analyze the uses and impact of persuasive techniques (e.g., selection of images, design, type, media) in print and contemporary media.~~
- 8.17 ~~The student will investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art.~~
- 8.4817 ~~The student will communicate how personal experiences influence critical judgments about and interpretations~~ and evaluations of works of art.
- 8.4918 ~~The student will critique in oral and written form, personal work and the work of others, using appropriate art vocabulary.~~

Aesthetics

- 8.19 ~~The student will formulate a working definition of art.~~
- 8.20 ~~The student will discuss and analyze the purposes, values, and meanings of works of art.~~

~~8.21 The student will formulate and respond to meaningful questions about works of art, based on observations and interpretations.~~

~~8.221 The student will describe and justify personal sensory responses to the visual qualities of a in works of art, using appropriate art vocabulary.~~

8.22 The student will formulate a definition of *aesthetics* as related to art.

Art I: Art Foundations

The Art I standards for Art I emphasize the development of ~~abilities~~ the ability to recognize visual arts content, concepts, and skills needed to create, discuss, and understand original works of art. ~~The standards represent a thematic approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics through which students will develop understanding and appreciation for the visual arts. Students use art-making processes to communicate ideas and personal life experiences. Students will~~ They maintain a portfolio documenting their accomplishments artistic growth. Students will They select representative work to take to the next level of study. By the time students complete Art IV, the culminating portfolio will demonstrate quality, breadth of experience, technical skill, concentration, and growth over time.

Visual Communication and Production

- AI.1 ~~The student will maintain and use a process art portfolio (e.g., a sketchbook/journal of ideas and writings to use and working portfolio) for planning and as a resource and planning tool in the art-making process.~~
- AI.2 ~~The student will select representative works of art for a portfolio.~~
- AI.2 ~~The student will identify and use steps of the design process, including brainstorming, preliminary sketching, planning, reflecting, refining, elaborating, and researching, in creative problem solving.~~
- AI.3 ~~The student will communicate ideas in works of art by identifying and using steps of an artistic process, including selecting media and incorporating elements of art and principles of design.~~
- AI.4 ~~The student will recognize and identify technological developments in the visual arts.~~
- AI.84 ~~The student will create works of art that represent originality, personal expression, and describe and demonstrate craftsmanship (artisanship) in works of art.~~
- AI.5 ~~The student will demonstrate the use of technology and electronic media as artistic tools.~~
- AI.75 ~~The student will use employ a variety of subject matter and symbols, including cultural or social concepts, to express ideas in original works of art.~~
- AI.6 ~~The student will produce works of art that demonstrate an understanding of use a variety of traditional and contemporary media (e.g., two-dimensional and three-dimensional art media, with emphases on drawing, painting, and sculpture, multidimensional) to create works of art.~~
- AI.97 ~~The student will define and practice adhere to ethical procedures choices when producing creating works of art and design.~~
- AI.38 ~~The student will produce works of art that demonstrate the experimental application of the select and apply elements of art and the principles of design to communicate meaning in works of art.~~

~~AI.9~~ The student will combine a variety of perspective techniques, including one-point perspective, to create the illusion of space within works of art.

~~AI.10~~ The student will demonstrate skill in preparing and displaying works of art.

~~AI.10~~ The student will use a variety of drawing media and processes to create observational and expressive works of art.

Cultural Context and Art History and Cultural Context

~~AI.14~~¹¹ The student will identify, analyze major art movements and influential artists according to locations, events, places, cultures, and historical periods.

~~AI.12~~ The student will describe connections among media, elements of art, principles of design, themes, and concepts found in historical and contemporary art.

~~AI.12~~ The student will identify technological developments in the visual arts.

~~AI.13~~ The student will describe works of art, using appropriate art vocabulary.

~~AI.25~~¹³ The student will classify, analyze works of art as representational, abstract, or nonrepresentational, including nonobjective, and/or conceptual.

~~AI.44~~¹⁴ The student will describe and discuss various art-related how the design process is used in various careers (e.g., art historian, art critic, museum educator, curator, art educator).

~~AI.15~~ The student will identify features of a work of art, including media, subject matter, and formal choices, that influence meaning.

~~AI.16~~ The student will describe the role of mass media in influencing preference, perception, and communication.

~~AI.17~~ The student will describe and analyze the function, purpose, and perceived meanings of specific works of art studied.

~~AI.18~~ The student will identify and examine symbols in works of art and discuss possible reasons for their use.

Judgment Analysis, Evaluation, and Criticism

~~AI.49~~¹⁵ The student will employ use art criticism evaluation skills and use appropriate art vocabulary when to interpret, analyze, and evaluating and interpreting works of art.

~~AI.16~~ The student will evaluate how social, cultural, and historical context contribute to meaning in works of art and design.

~~AI.17~~ The student will analyze how media and visual organization in works of art affect the communication of ideas.

~~AI.18~~ The student will develop constructive approaches to critique (formative, peer-to-peer, self-reflective, summative) that are supportive in intent and that offer alternative points of view.

- ~~AI.20 — The student will critique works of art with reference to the elements of art and the principles of design.~~
- ~~AI.21 — The student will analyze an original work of art by describing, responding, analyzing, interpreting, and judging or evaluating.~~
- ~~AI.23 — The student will use established criteria to participate in critiques.~~
- ~~AI.24 — The student will describe criteria affecting quality in a work of art, including concept, composition, technical skills, realization of perceived intentions, and the work of art as a whole.~~

Aesthetics

- ~~AI.22~~19 The student will articulate the ~~differentiate~~ ce between personal preference and informed judgment when discussing works of art.
- ~~AI.26 — The student will discuss how aesthetics are reflected in everyday life.~~
- ~~AI.27 — The student will discuss ways that aesthetic responses to works of art differ from judgments.~~
- ~~AI.29 — The student will discuss current problems and issues of the art world.~~
- ~~AI.30~~20 The student will ~~study and~~ describe ~~the aesthetic properties~~ qualities found in works of art.
- ~~AI.21 — The student will analyze the functions, purposes, and perceived meanings of works of design.~~
- ~~AI.31 — The student will speculate on the intentions and choices of those who created a work of art.~~
- ~~AI.32 — The student will discuss art from a variety of aesthetic stances, including formalism, expressionism, contextualism, and imitationalism.~~
- ~~AI.33~~22 The student will formulate a definition for ~~the word~~ *art* and defend that definition in relation to objects in the world.
- ~~AI.28~~23 The student will ~~demonstrate in writing the ability to support~~ use personal criteria ~~for~~ when making visual aesthetic judgments.

Art II: Intermediate

The Art II standards for Art II are designed to help students extend and refine abilities the ability to investigate and respond to the visual arts. ~~The standards emphasize~~ Students examine the importance of content, concepts, and skills involved in the creation of original works of art and design. ~~The standards introduce a chronological approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics that enhance student understanding of the ways in which art functions within a multicultural society.~~ Students will continue to maintain a portfolios and select representative work to take to the next level of study.

Visual Communication and Production

- AII.1 The student will expand the use of a ~~sketchbook/journal by adding~~ process art portfolio to include preliminary sketches, finished drawings, completed works, critical writings, and class notes.
- ~~AII.2 The student will demonstrate the ability to evaluate and select works of art for an expanded portfolio.~~
- AII.72 The student will ~~employ the visual problem-solving process in the production of original~~ make critical and reflective choices to create works of art.
- AII.53 The student will demonstrate proficiency and craftsmanship (artisanship) in the use of ~~an expanded range~~ a variety of art media.
- ~~AII.4 The student will use traditional and nontraditional media and concepts as inspiration to create works of art.~~
- AII.45 The student will use ~~technology~~ contemporary media, tools, and processes to create ~~and manipulate images~~ works of art.
- ~~AII.6 The student will use historical subject matter and symbols as inspiration to produce works of art.~~
- ~~AII.6 The student will express personal beliefs and values in works of art.~~
- AII.87 The student will ~~adhere to~~ apply and justify ethical procedures, choices when ~~producing~~ creating works of art and design.
- AII.38 The student will ~~demonstrate effective use of the~~ employ elements of art ~~and the~~ principles of design in, and a variety of art media to express meaning in works of art and design.
- ~~AII.9 The student will use a variety of perspective techniques (e.g., linear, atmospheric, and/or multi-point perspective) to create the illusion of space in works of art.~~
- ~~AII.10 The student will use drawing media and processes to plan for and create works of art.~~
- AII.911 The student will select ~~and, prepare two-dimensional and three-dimensional,~~ and submit works of art for ~~display~~ exhibition.

Cultural Context and Art History and Cultural Context

- ~~AII.11~~—The student will identify artists and visual arts resources within the community.
- ~~AII.13~~12 The student will identify historical and contemporary works of art and artistic developments that relate to historical time periods and locations.
- ~~AII.17~~13 The student will examine and discuss societal, political, economic, and cultural factors ~~conditions~~ that influence works of art and design.
- ~~AII.14~~—The student will discuss or write about art history, using an expanded art vocabulary.
- ~~AII.16~~14 The student will describe ~~distinguishing features~~ traditional and nontraditional media and subject matter in works of art ~~that may be used to differentiate among a variety of~~ in relation to historical periods and cultural contexts and contemporary meaning.
- ~~AII.15~~—The student will identify and examine works of art in their historical context and relate them to ~~historical events~~.
- ~~AII.10~~15 The student will identify common characteristics of works of art and design that are presented as a series or sequence.
- ~~AII.12~~16 The student will ~~demonstrate an understanding of an~~ describe various art-related, postsecondary educational and career, using oral or written communication opportunities.
- ~~AII.18~~—The student will identify the function and interpret the meaning of a work of art or an artifact in its original context.
- ~~AII.19~~—The student will describe symbols present in works of art in relation to historical meaning.

Judgment Analysis, Evaluation, and Criticism

- ~~AII.20~~17 The student will ~~describe, use art criticism skills when analyzing, interpreting, and judge~~ evaluating personal and professional works of art, ~~using an expanded art vocabulary and design~~.
- ~~AII.24~~18 The student will participate in ~~class art critiques and criticisms~~ processes based on one or more established models (e.g., Feldman, Broudy, Barrett).
- ~~AII.24~~19 The student will ~~use an expanded art vocabulary to assess~~ evaluate the effectiveness of the communication of ideas in personal works of art and design.
- ~~AII.20~~—The student will define and practice ethical behaviors when responding to works of art and design.
- ~~AII.21~~—The student will use constructive critical approaches to critique (formative, peer-to-peer, self-reflective, summative).
- ~~AII.22~~—The student will ~~demonstrate orally and in writing, the ability to interpret and compare~~ historical references found in original works of art.

~~AII.23 The student will identify and analyze characteristics of works of art that represent a variety of styles.~~

~~AII.25 The student will describe how the perception of quality in works of art has changed over time.~~

Aesthetics

~~AII.26~~22 The student will ~~examine, compare, and contrast aesthetic ideals throughout history~~ describe how the perception of quality in works of art shifts over time.

~~AII.27 The student will discuss how responses to the natural environment differ from responses to a man-made or a constructed environment.~~

~~AII.28~~23 The student will demonstrate the ability to reflect on and analyze personal responses to works of art and ~~artifacts~~ design.

~~AII.29 The student will support opinions by reasoned processes, using an expanded art vocabulary.~~

~~AII.30~~24 The student will describe, ~~refine, and organize~~ personal ideas about the responses to aesthetic qualities of a found in works of art and design.

~~AII.31 The student will research and investigate the intentions of those who created specific works of art.~~

~~AII.32~~25 The student will investigate ~~and demonstrate the fact that~~ how art and design can be viewed from a variety of aesthetic stances/theories.

Art III: Advanced Intermediate

The ~~Art III~~ standards ~~for Art III~~ continue ~~the~~ to emphasize the acquisition of ~~on~~ concepts and development of ~~abilities to organize and analyze visual arts content, concepts, and skills in creating works of art as well as enable students to organize and analyze visual arts content.~~ The Students increasingly focus on art history, critical evaluation, and aesthetics ~~is increased and includes cultural and stylistic issues and~~ as well as creative problem solving. Study at this level affords students the opportunity to develop ~~a~~ personal directions in the production of their works of art or to further their academic study in the visual arts. ~~Selected Students add works of art and other products will be added to their portfolios and carried forward to take to the next level of study.~~

Visual Communication and Production

- AIII.2~~1~~ The student will develop an area of concentration through the maintenance of a portfolio that demonstrates the ability to select work containing works of art objectively selected on the basis of technical skill, personal style, direction, and intended purpose ~~by~~.
- ~~1. developing an area of concentration; and~~
 - ~~2. editing and updating the portfolio to take to Art IV.~~
- AIII.4~~2~~ The student will maintain a sketchbook/journal process art portfolio that demonstrates research, fluency of ideas, flexibility of thought, connections, concepts, media exploration, and processes.
- AIII.3 ~~The student will produce works of art that integrate a consistent knowledge of the elements of art and the principles of design.~~
- AIII.6~~3~~ The student will ~~develop~~ demonstrate skill, confidence independent thinking, and craftsmanship (artisanship) in the use of media, techniques, and processes to achieve desired intentions in works of art and design.
- AIII.4 ~~The student will use technology to create works of art that integrate electronic and traditional media.~~
- AIII.4 The student will use the artistic process to develop and inform artistic vision/voice.
- AIII.5 The student will ~~develop~~ create a series or sequence of related works of art.
- AIII.8~~6~~ The student will demonstrate ~~initiative,~~ originality, fluency, commitment to tasks, and openness to new ideas in the creation of works of art and design.
- AIII.7 ~~The student will use knowledge of art styles, movements, and cultures as inspiration to produce works of art.~~
- AIII.7 The student will select art-making media and techniques to create personal works of art.
- AIII.9~~8~~ The student will ~~maintain a high level of integrity in practice~~ ethical procedures when producing works of in all aspects of art making and designing.

- AIII.109 ~~The student will present and display exhibit works of art as part of the artistic process by, including~~
~~1. selecting and preparing works of art for display; and writing supporting documentation and reflective statements.~~
~~2. preparing for display;~~
~~3. presenting the exhibition; and~~
~~4. participating in a group assessment of the exhibition.~~

Cultural Context and Art History and Cultural Context

- AIII.10 The student will investigate and describe visual arts resources in the local community and throughout the world.
- ~~AIII.1211~~ The student will research and analyze personally influential artists, art styles, and cultures that have contributed to the student’s developing portfolio inspire personal works of art.
- AIII.12 The student will explain how themes throughout the history of art have been influenced by traditions, norms, values, beliefs, and events.
- AIII.13 The student will compare and analyze relationships between art styles or and their related cultures, using an expanded art vocabulary.
- ~~AIII.14~~ The student will identify the distinguishing features that place a work of art within a particular style, region, or period.
- ~~AIII.1614~~ The student will describe the relationship between analyze the ways that form and function as it relates to culture and style of historical and contemporary art and design have changed over time.
- ~~AIII.15~~ The student will analyze and discuss the influences of one culture upon another.
- ~~AIII.1115~~ The student will analyze a selected career opportunity in the visual arts, identifying the training, skills, and plan of action necessary for realizing such a professional-art goal.
- ~~AIII.17~~ The student will categorize works of art by styles and cultures.

Judgment Analysis, Evaluation, and Criticismque

- ~~AIII.2016~~ The student will compare and defend contrast two or more points of view regarding a when interpreting works of art.
- AIII.17 The student will interpret works of art for symbolic and metaphorical meanings.
- ~~AIII.18~~ The student will use an expanded art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art.
- AIII.18 The student will evaluate the effectiveness of the communication of artistic vision/voice in personal works of art.
- ~~AIII.19~~ The student will write a critique of a work of art, assuming the point of view of one of the following aesthetic stances: formalist, imitationalist, expressionist, or contextualist.

~~AIII.21~~¹⁹ ~~The student will participate in developing criteria for a class, use a critique process (formative, peer-to-peer, self-reflective, summative) to reflect on and inform personal artistic vision/voice.~~

~~AIII.22~~ ~~The student will analyze the attributes of a work of art in terms of its ability to evoke a viewer response and command sustained attention.~~

AIII.20 The student will view art exhibitions and write reflections about them.

Aesthetics

~~AIII.23~~ ~~The student will analyze the changes in aesthetic sensibilities that result from the influence of one culture upon another.~~

AIII.21 The student will describe how the purpose of works of art shifts over time.

~~AIII.29~~²² ~~The student will describe the effects that analyze how the attributes of works of art have on groups, individuals, and cultures and design may evoke viewer response.~~

~~AIII.24~~²³ ~~The student will research, compare, and contrast the aesthetics ideals of two or more artists.~~

AIII.24 The student will research aesthetic stances/theories to inform personal artistic voice/vision.

~~AIII.25~~ ~~The student will demonstrate in writing the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.~~

AIII.25 The student will explain the functions and purposes of personal works of art.

~~AIII.26~~ ~~The student will debate the perceived intentions of those creating works of art.~~

~~AIII.27~~ ~~The student will study, describe, analyze, and interpret the aesthetic qualities of works of art.~~

~~AIII.28~~ ~~The student will defend multiple points of view regarding works of art.~~

Art IV: Advanced

The ~~Art IV standards for Art IV are designed to~~ help students reinforce competence and confidence in skills of analysis, evaluation, and creation of works of art. Content and concepts associated with art criticism and aesthetics are central to the refinement of art production skills, ~~and t~~. The student-directed approach at this level richly enhances personal expressive abilities. ~~Visual communication and production, cultural context and art history, judgment and criticism, and aesthetics remain the foundation areas of the standards, and a~~ An advanced level of performance ~~in each~~ that reflects critical and independent thinking and innovation is expected. ~~The s~~Students will continue to maintain a ~~process art portfolios, and t~~ The culminating portfolio must ~~give show~~ evidence of quality, concentration, and breadth of work produced throughout the high school art program.

Visual Communication and Production

- AIV.1 ~~The student will maintain a self-directed sketchbook/journal process art portfolio that demonstrates~~ independent research and development directly related to ~~studio work the artistic process.~~
- AIV.2 The student will demonstrate mastery through a culminating portfolio that exhibits personal direction, quality, concentration, breadth of experience, and technical skill, ~~and development~~ over time ~~in the following areas:~~
1. ~~Works of art that exhibit an understanding of human proportion, composition, and spatial relationships;~~
 2. ~~A comprehensive concentration that exhibits in-depth grasp of composition, technical skill, and personal style; and~~
 3. ~~Examples of two-dimensional and three-dimensional works extensive enough to show a knowledge of space, form, and function throughout the portfolio.~~
- AIV.3 ~~The student will demonstrate an advanced level of knowledge of the elements of art and the principles of design in works of art.~~
- AIV.3 The student will use the artistic process to refine and inform artistic vision/voice.
- ~~AIV.4 The student will select and use appropriate technology and electronic media for personal expressive works of art.~~
- AIV.4~~4~~ The student will refine a series or sequence of related works based on a personally developed concept or theme.
- AIV.5 The student will demonstrate ~~confidence, sensitivity, and advanced~~ innovative skills and craftsmanship (artisanship) in applying media, techniques, and processes, ~~and craftsmanship to achieve desired intentions in~~ when creating works of art.
- AIV.6 The student will select ~~among a range of~~ subject matter, symbols, ~~meaningful~~ images, and media to communicate ~~personal expression~~ ideas and themes.
- AIV.7 The student will ~~use experimental~~ select art-making media and techniques to reflect a support personal, creative, and original ~~problem-solving approach~~ intentions.

- AIV.8 The student will ~~demonstrate~~ assume personal responsibility and demonstrate integrity in making ethical matters and procedures, including adherence to copyright laws, when producing works of decisions as they apply to art making and designing.
- AIV.9 The student will ~~present and display~~ exhibit works of art as part of the artistic process ~~by,~~ including
1. ~~selecting and preparing works of art for display;~~ and writing supporting documentation and reflective statements.
 2. ~~preparing for display;~~
 3. ~~publicizing the exhibition;~~
 4. ~~presenting the exhibition;~~ and
 5. ~~completing a self-evaluation of the exhibition.~~

Cultural Context and Art History and Cultural Context

- AIV.1610 The student will ~~identify the influences of selected artists on society~~ describe how art and culture reflect and influence each other.
- AIV.1711 The student will ~~justify personal choices and the influences from art~~ analyze the impact of historical and/or contemporary art on the development of that are reflected in personal works of art style.
- AIV.1112 The student will ~~evaluate~~ investigate and describe careers in the visual arts in relation to personal skills, artistic aptitudes, and interests.
- AIV.12 The student will ~~select, research, and analyze artists and works of art related to areas of concentration in art that are of personal interest.~~
- AIV.13 The student will ~~use an extensive, high-level art vocabulary to analyze, evaluate, and interpret works of selected artists.~~
- AIV.14 The student will ~~describe where, when, and by whom specific works of art were created.~~
- AIV.15 The student will ~~compare and analyze perceived relationships between the features in works of selected artists and personal works of art.~~
- AIV.18 The student will ~~discuss how the function and intended meaning of personal work is a reflection of contemporary culture.~~
- AIV.19 The student will ~~develop personal symbols and incorporate them in works of art.~~

Judgment Analysis, Evaluation, and Criticism

- AIV.20 The student will ~~use an extensive, high-level art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art.~~
- AIV.2513 The student will ~~critically view the quality and expressive form of~~ interpret works of art ~~as a source of inspiration and insight and as a potential contribution to,~~ including personal works of art, in order to construct meaning.

~~AIV.21~~14 The student will ~~compare and contrast two opposing written~~ analyze contrasting reviews of ~~the same art exhibitions and prepare to discuss a personal point of view based on what he or she has read~~ or works of art.

~~AIV.22~~15 The student will view art exhibitions and write a personal critique ~~of a current art exhibition~~ about them.

~~AIV.23~~ — The student will identify, analyze, and apply a variety of criteria for making visual judgments.

~~AIV.24~~ — The student will ~~demonstrate the ability to conduct an effective critique~~.

AIV.16 The student will conduct a criteria-based portfolio review.

Aesthetics

~~AIV.26~~17 The student will explain how personal experiences and values affect aesthetic responses to works of art.

~~AIV.27~~18 The student will ~~discuss in writing the application of criteria for making visual~~ explain aesthetic ~~judgments of positions regarding~~ personal works of art.

~~AIV.28~~ — The student will ~~analyze and discuss relationships between works of art in terms of opposing~~ aesthetic views.

~~AIV.29~~ — The student will ~~study, analyze, interpret, and relate the aesthetic qualities of the art works of others to personal work~~.

~~AIV.30~~19 The student will justify personal perceptions of an artist's intent, using visual clues and research.

AIV.20 The student will justify the functions and purposes of personal works of art and design.

~~AIV.31~~ — The student will ~~discuss in writing the impact of contemporary art on the development of a~~ personal style.

PROPOSED REVISION

**Music
Standards of
Learning**
for
Virginia
Public Schools



**Board of Education
Commonwealth of Virginia**

April ~~2006~~2013

Introduction

The Music Standards of Learning identify the essential content and skills required in the music curriculum for each grade level or course in Virginia's public schools. ~~Standards are identified by each grade level for kindergarten through grade five and by grade clusters (6–8 and 9–12) at the middle and high school levels. The standards outline the minimum criteria for a sequential course of study within a comprehensive music education program. The standards are designed to be cumulative, progressing in complexity by grade level from kindergarten through several sequences of high school courses.~~

~~The standards are to be used as guidelines and benchmarks for student achievement and to provide a variety of music experiences throughout the different grade levels and grade clusters. The four~~ Throughout music education, course content is organized into five specific content strands or topics: Music Theory/Literacy; Performance and Production; Cultural Context and Music Theory History and Cultural Context; Judgment and Analysis, Evaluation, and Criticism; and Aesthetics. ~~provide the basis for all instructional strategies that are appropriate to each category. The standards provide the framework for students to learn ways in which the content of disciplines within and outside the arts are interrelated with the content of music. Although the strands are presented separately for organizational purposes, in practice they~~ The strands are integrated throughout a variety of classroom and performance activities. ~~music instruction, regardless of the particular learning experience. Through the mastery of music concepts and acquisition of music skills, the goals for music education are realized. A comprehensive music program provides students with the ability to understand their own responses and the responses of others to the many forms of musical experience. Through individualized instruction and the provision of multiple group educational opportunities, students will obtain valuable music skills and knowledge to prepare them for future educational, occupational, and personal endeavors develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifetime of engagement with the arts.~~

The standards are ~~not~~ intended ~~neither~~ to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond these standards and select instructional strategies and assessment methods appropriate for their students. ~~Teachers will~~ are expected to consistently model appropriate use of copyrighted and royalty-protected materials.

Goals

The content of the Music Standards of Learning is intended to support the following goals for students:

- Develop the ability to read and notate music.
- Develop understanding of music through experiences in singing, ~~moving, listening, and playing instruments, listening, and moving.~~
- ~~Develop the ability to read and notate music.~~
- Create compositions that ~~transcribe~~ transform their thoughts and emotions into concrete ~~musical~~ forms of human musical expression.
- Exercise critical-thinking skills by investigating and analyzing all facets of the music discipline.
- Demonstrate ~~awareness~~ knowledge of and responsibility for the safe and ethical use of materials, equipment, methods, and technologies.
- Demonstrate understanding of the relationship of music to history and culture.
- Make connections between music and other fields of knowledge.
- ~~Demonstrate the ability to~~ Articulate personal aesthetic preferences and apply aesthetic criteria for making artistic choices.

- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.
- Nurture a lifelong appreciation for music as an integral component of an educated, cultured society.

Strands

The scope and sequence of the Music Standards of Learning reflect the gradual progression in musical development that culminates in a high level of artistic attainment. The standards are organized by grade levels and areas of instruction— Music K–12 (K, 1, 2, 3, 4, 5, 6–8, and 9–12), Instrumental Music (Beginning, Intermediate, Advanced, and Artist), and Vocal/Choral Music (Beginning, Intermediate, Advanced, and Artist). Within each level or area, the standards are organized into four related strands— Performance and Production, Cultural Context and Music Theory, Judgment and Criticism, and Aesthetics. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout all music instruction, regardless of the particular classroom or ensemble experience. They shape the music experience and guide the instructional process at all grade levels.

Music Theory/Literacy

Students will study and practice music theory through reading and writing music notation. They will use critical-thinking skills to analyze the manner in which music is organized.

~~Performance and Production~~

Students will demonstrate mastery of musical skills and concepts at levels of increasing difficulty. They will learn to participate in music as a musician through singing, playing instruments, improvising, composing, and moving to music. Students will participate in all aspects of music ~~production~~ performance, and demonstrate appropriate use of related materials, equipment, methods, and technologies.

Music History and Cultural Context ~~and Music Theory~~

Students will understand ~~music within the contexts of culture, aspects of music history, and music theory~~ and ways in which music fits into culture. They will ~~study and practice music theory through music reading, notation, and sight reading. They will use critical thinking skills to analyze the manner in which music is organized. Students will identify the style and become familiar with the distinctive musical characteristics of music that delineate each of the basic music major historical periods of music as well as the influence of technology and will identify the compositional techniques employed in all genres many styles of music. They will investigate the vocal timbres that are unique to children, adolescents, and adults. Students will be guided in the development of criteria for making informed artistic judgments about music, as well as about the other arts, and for evaluating the role of music in society. They~~ Students will examine the interrelationships of among current events, developing technologies, and music in society.

~~Judgment and~~ Analysis, Evaluation, and Criticism ~~que~~

Students will ~~observe, listen to, respond to, reflect on, analyze, interpret, and evaluate, and critique~~ music. They will articulate ~~an~~ objective evaluations of musical works by analyzing creative musical elements and production as a whole. Students will be guided in the development of criteria to be used for making informed artistic judgments about music, as well as ~~about~~ the other arts, and for evaluating the roles of music in society. They will apply these processes in creating and evaluating their own musical works.

Aesthetics

Students will reflect on ~~and respond~~ to the sensory, emotional, and intellectual qualities of music. They will examine various cultural perspectives and ~~the~~ factors that shape aesthetics responses to music. By ~~viewing~~ experiencing and evaluating ~~the works of musical artists~~ musical compositions and performances, students will have the opportunity to understand meaning in music and recognize ~~become aware of the contribution of music~~ makes to the ~~quality~~ enrichment of the human experience.

Kindergarten–Grade Five

Introduction

The Music Standards of Learning for kindergarten through grade five introduce basic music concepts through singing, playing instruments, moving, and listening. Students will gradually develop their singing voices, a repertoire of songs, and a sense of rhythm beginning with the steady beat and continuing toward complex rhythms and meters. Movement experiences are included as a means of demonstrating an understanding of concepts such as pitch, rhythm, and form. Listening experiences include traditional and contemporary classical works, American folk music, and music of other cultures. Through these experiences, students will have the opportunity to demonstrate and apply an understanding of music concepts.

Kindergarten General Music

The standards for Kindergarten General Music serve as the foundation for further music instruction. Students are introduced to basic musical concepts through singing, playing instruments, listening, and moving. Emphasis is placed on beginning to obtain musical knowledge, skills, and understanding as performers, composers, and listeners. Students investigate personal feelings and preferences evoked by musical experiences.

Music Theory/Literacy

K.1 The student will read music, including high and low pitches and rhythms represented by traditional or nontraditional notations.

~~Performance and Production~~

K.52 The student will investigate various uses of the voice by
1. demonstrating the difference between a the singing voice and a the speaking voice;
2. matching pitches within an appropriate range; and
3. demonstrating expressive qualities of music, including loud/soft and fast/slow.

~~K.3 The student will sing, play, or move at the appropriate time following a vocal/instrumental introduction.~~

K.43 The student will sing a variety of songs and play instruments, of limited range alone and with others, including
1. Participate individually and in groups.
2. Accompany songs and chants with body percussion and classroom instruments.
3. Imitatesinging two-pitch (sol, mi)-patterns sung or played songs, using echo and ensemble singing; and
2. singing at the appropriate time following a musical introduction.

K.4 The student will play a variety of pitched and nonpitched instruments alone and with others, including
1. demonstrating high and low;
2. demonstrating loud/soft and fast/slow; and
3. accompanying songs and chants, using body percussion as well as instruments.

K.25 The student will perform rhythmic patterns that include sounds and silences, using instruments, body percussion, and voice.

K.6 The student will demonstrate a steady beat, using-
1. Use body percussion, instruments, and movement voice.
2. Use children's literature, chant, and song.

- K.47 The student will respond to music with movement, including-
1. ~~M~~atching locomotor and nonlocomotor movements to rhythmic patterns-;
 2. ~~Employ large body movement.~~
 2. demonstrating expressive qualities of music, including loud/soft and fast/slow;
 3. ~~Employ locomotor and non-locomotor movements.~~
 63. Use the body to illustrateing moods and contrasts in music and children's literature-
 4. ~~Use movement to enhance music, stories, and poems.~~
 54. Pperforming dances and games other music activities from various cultures-; and
 5. exhibiting respect for the personal space of others when moving.
- K.78 The student will create music ~~through a variety of experiences. by~~
1. ~~Use classroom instruments, body percussion, or movement.~~
 1. improvising simple melodic or rhythmic patterns; and
 2. ~~Use the voice in speech and song.~~
 32. Dramatize songs,improvising to enhance stories, and poems.

Music History and Cultural Context and Music Theory

- K.8 ~~————~~ The student will recognize and demonstrate expressive qualities of music: fast/slow and loud/soft.
- K.9 ~~————~~ The student will identify classroom instruments by sight and sound.
- K.9 ~~————~~ The student will explore historical and cultural aspects of music by
1. listening to and recognizing patriotic and seasonal songs; and
 2. identifying people who make music as musicians (e.g., singers, instrumentalists, composers, conductors).
- K.10 ~~————~~ The student will distinguish between tone colors.
1. ~~Identify voices and instruments.~~
 2. ~~Identify men's, women's, and children's voices.~~
- K.10 ~~————~~ The student will participate in music activities that involve sharing, taking turns, and other behaviors that demonstrate good citizenship.
- K.1211 ~~————~~ The student will recognize the relationships between music and other ~~disciplines~~ fields of knowledge.

Judgment and Analysis, Evaluation, and Criticismque

- K.11 ~~————~~ The student will exhibit respect for the contributions of self and others in a music setting.
1. ~~Contribute to a group effort of making music.~~
 2. ~~Contribute to a group effort of listening to music.~~
 3. ~~Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.~~

- K.12 The student will analyze music by
1. distinguishing among men's, women's, and children's voices;
 2. identifying selected instruments visually and aurally;
 3. classifying sound sources as vocal, instrumental, or environmental; and
 4. recognizing basic contrasts in music, including fast/slow, high/low, loud/soft, and same/different.

Aesthetics

- K.13 The student will express personal feelings evoked by a musical experience.
- K.14 The student will communicate personal response to expressive features of music through movement.

Grade One General Music

The standards for Grade One General Music emphasize the language and production of music. Instruction focuses on the development of skills in singing, playing instruments, listening, moving, and responding to music. Emphasis is placed on performing simple rhythms and developing aural skills related to pitch, musical form, and instrument identification. Students investigate the purpose of music and how people participate in music in everyday life.

Music Theory/Literacy

- 1.1 The student will read and notate music, including
1. high and low pitches, using traditional and nontraditional notation;
 2. rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests, using traditional and nontraditional notation; and
 3. identification of basic music symbols.

Performance and Production

- 1.82 The student will identify high pitches and low pitches, demonstrate various uses of the voice, including
1. Demonstrate different singing high and low pitches vocally, instrumentally, and with movement;
 2. Distinguish between extreme contrasts of sound:
 2. using the voice in speech and song; and
 3. demonstrating expressive qualities of music, including changes in dynamics and tempo.
- 1.13 The student will sing a repertoire of songs and play instruments, variety of songs alone and with others, including
1. matching pitches, using the head voice; and
 2. Sing a variety of songs individually and in groups.
 2. Singing three-pitch songs that contain (sol, mi, and la) pitches songs, using echo and ensemble singing.
 3. Play pitched and non-pitched instruments.
- 1.4 The student will play a variety of pitched and nonpitched instruments alone and with others, including
1. playing two-pitch melodies, using imitation;
 2. playing expressively with appropriate dynamics and tempo;
 3. accompanying songs and chants, using body percussion as well as instruments; and
 4. using proper playing techniques.
- 1.25 The student will perform rhythmic patterns:
1. Perform and notate rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests, using instruments, body percussion, and voice.
 2. Demonstrate melodic rhythm.
- 1.56 The student will distinguish between demonstrate the difference between melodic rhythm and steady beat, using sight and sound.
- 1.7 The student will demonstrate melodic rhythm, using instruments, body percussion, and voice.

- 1.38 The student will respond to music with movement, including
- ~~31. Demonstrate~~ using locomotor and nonlocomotor movements;
 - ~~2. demonstrating~~ high and low pitches;
 - ~~3. demonstrating~~ expressive qualities of music, including changes in dynamics and tempo;
 - ~~14. Performing~~ line and circle dances;
 - ~~25. Performing~~ dances and ~~games~~ other music activities from a variety of cultures; and
 - ~~46. Dramatize~~ songs, stories, and poems.
- 1.49 The student will create music ~~through a variety of experiences~~, by
- ~~1. Improvising~~, using classroom instruments, body percussion, and movement vocal responses to give melodic questions;
 - ~~2. Use the voice in speech and song.~~
 - ~~2. improvising~~ body percussion;
 - ~~3. Create music~~ improvising to enhance songs, stories, and poems; and
 - ~~4. Create melodies to familiar nursery rhymes or chants.~~
 - ~~4. composing~~ simple rhythmic patterns, using traditional or nontraditional notation.

Music History and Cultural Context and Music Theory

- ~~1.6~~ — The student will recognize when music changes from one section to a contrasting section.
- ~~1.7~~ — The student will recognize and describe sudden changes in expressive qualities of music.
- ~~1. Demonstrate~~ changes in dynamics vocally, instrumentally, or with movement.
 - ~~2. Demonstrate~~ changes in tempo vocally, instrumentally, or with movement.
- ~~1.9~~ — The student will identify pitched and non-pitched classroom instruments, using sight and sound.
- ~~1.10~~ — The student will distinguish between accompanied and unaccompanied vocal music.
- 1.10 The student will explore historical and cultural aspects of music by
1. recognizing how music is used in the customs and traditions of a variety of cultures;
 2. describing the roles of music and musicians;
 3. identifying musicians in the school, community, and media; and
 4. describing how people participate in music experiences.
- ~~1.11~~ — The student will identify behaviors appropriate to different types of events/situations (e.g., classical concert, rock concert, sporting event).
- 1.12 The student will identify the relationships between music and other ~~disciplines~~ fields of knowledge.

Judgment and Analysis, Evaluation, and Criticism

- ~~1.11~~ — The student will exhibit respect for the contributions of self and others in a music setting.
- ~~1. Contribute~~ to a group effort of making music.
 - ~~2. Contribute~~ to a group effort of listening to music.
 - ~~3. Participate~~ in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.

- 1.13 The student will analyze music by
1. identifying and classifying the timbres of pitched and nonpitched instruments by sounds;
 2. differentiating vocal and instrumental music;
 3. distinguishing between accompanied and unaccompanied vocal music; and
 4. recognizing differences in melodic and rhythmic patterns and dynamics.
- 1.14 The student will identify elements of performances that he/she likes or dislikes and explain why.
- 1.15 The student will demonstrate manners and teamwork that contribute to success in the music classroom.

Aesthetics

- 1.16 The student will explain the purposes of music in various settings.
- 1.17 The student will describe personal ideas and emotions evoked by music.

Grade Two General Music

The standards for Grade Two General Music enable students to continue developing musical skills and concepts in singing, playing instruments, listening, performing, responding with expression, creating/composing, and moving with a focus on fine motor skills. Emphasis is placed on ensemble playing, notating pitches and rhythms, and identifying orchestral instruments. Students investigate the roles of music in various world cultures and explore how music evokes personal ideas and emotions.

Music Theory/Literacy

- 2.1 The student will read and notate music, including
1. identifying written melodic patterns that move upward, downward, and stay the same;
 2. using the musical alphabet to notate melodic patterns;
 3. reading melodies based on a pentatonic scale;
 4. reading and notating rhythmic patterns that include half notes, half rests, whole notes, and whole rests; and
 5. using basic music symbols.

Performance and Production

- 2.42 The student will sing a repertoire of songs and play instruments alone and with others, including-
1. singing melodic patterns that move upward, downward, and stay the same;
 2. Sing a variety of songs individually and in groups.
 - 4.2. Singing melodies within the range of a sixth; and
 3. Play ostinato and single-chord accompaniments on classroom instruments.
 3. increasing pitch accuracy while singing phrases and simple songs.
- 2.3 The student will play a variety of pitched and nonpitched instruments alone and with others, including
1. playing melodic patterns that move upward, downward, and stay the same;
 2. playing expressively, following changes in dynamics and tempo;
 3. accompanying songs and chants with ostinatos and single-chords; and
 4. using proper playing techniques.
- 2.4 The student will read lyrics containing more than one verse and including words divided into syllables.
- 2.24 The student will perform and notate rhythmic patterns, using traditional notation and including paired eighth notes, quarter notes, quarter rests, that include half notes, half rests, and whole notes, and whole rests, using-
1. instruments, voice, body percussion, and movement;
 2. aural skills to imitate given phrases; and
 3. traditional notation.

- 2.35 The student will respond to music with movement, including
- ~~1. Perform line and circle dances.~~
 - ~~31. Demonstrate using locomotor and nonlocomotor movements of increasing complexity;~~
 2. demonstrating expressive qualities of music, including changes in dynamics and tempo;
 3. creating movement to illustrate AB and ABA musical forms;
 - ~~4. Dramatize songs, stories, and poems.~~
 - ~~54. Pperforming choreographed and nonchoreographed and choreographed movements, including line and circle dances;~~
 25. Pperforming dances and games other musical activities from a variety of cultures; and
 46. Dramatize portraying songs, stories, and poems from a variety of cultures.
- 2.56 The student will create music ~~through a variety of experiences.~~ by
- ~~1. Create lyrics to familiar melodies.~~
 1. improvising simple rhythmic question-and-answer phrases;
 - ~~2. Create new verses to songs.~~
 32. Create improvising accompaniments and, including ostinatos;
 43. Create music improvising to enhance songs, stories, songs, and poems; and
 4. composing simple pentatonic melodies, using traditional notation.
 - ~~5. Create movement to illustrate meter and form.~~

Music History and Cultural Context and Music Theory

- 2.6 ——— The student will recognize form in music.
- ~~1. Identify like and unlike melodic phrases.~~
 - ~~2. Identify and perform music in AB and ABA forms.~~
 - ~~3. Identify the beginning and end of phrases.~~
- 2.7 ——— The student will recognize sudden and gradual changes in expressive qualities of music.
- ~~1. Demonstrate changes in dynamics and tempo vocally, instrumentally, and with movement.~~
 - ~~2. Use music terminology to describe changes.~~
- 2.7 ——— The student will explore historical and cultural aspects of music by
1. identifying music representing the heritage, customs, and traditions of a variety of cultures;
 2. explaining the difference between folk/popular music and orchestral music;
 3. identifying what musicians and composers do to create music; and
 4. identifying the styles of musical examples from various historical periods.
- 2.8 ——— The student will identify selected orchestral and folk instruments, using sight and sound.
- 2.8 ——— The student will demonstrate audience and participant behaviors appropriate for the purposes and settings in which music is performed.
- 2.9 ——— The student will identify melodic patterns that move upward, downward, and remain the same.
- ~~1. Use the voice, instruments, and movement.~~
 - ~~2. Use music terminology.~~
 - ~~3. Use the seven letters of the music alphabet.~~

~~2.119~~ The student will identify ~~and discuss~~ the relationships between music and other ~~disciplines~~ fields of knowledge.

Judgment and Analysis, Evaluation, and Criticism

~~2.10~~ The student will exhibit respect for the contributions of self and others in a music setting.

- ~~1. Contribute to a group effort of making music.~~
- ~~2. Contribute to a group effort of listening to music.~~
- ~~3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.~~

~~2.10~~ The student will analyze music by

- ~~1. identifying selected orchestral and folk instruments visually and aurally;~~
- ~~2. describing sudden and gradual changes in dynamics and tempo, using music terminology;~~
- ~~3. identifying and categorizing selected musical forms; and~~
- ~~4. using music vocabulary to describe music.~~

~~2.11~~ The student will evaluate music by describing personal musical performances.

~~2.12~~ The student will collaborate with others in a music performance and analyze what was successful and what could be improved.

Aesthetics

~~2.13~~ The student will explain how music expresses ideas, experiences, and feelings.

~~2.14~~ The student will describe how music evokes personal ideas and emotions.

Grade Three General Music

The standards for Grade Three General Music enable students to continue building mastery in the areas of music literacy, including singing, playing instruments, listening, moving, and creating/composing music. Students also develop skills and understanding through the study of rhythm, musical form, and melodic notation. Students investigate the roles of music in various cultures and reflect on their personal motivations for making music.

Music Theory/Literacy

- 3.1 The student will read and notate music, including
1. identifying written melodic movement as step, leap, or repeat;
 2. demonstrating the melodic shape (contour) of a written musical phrase;
 3. using traditional notation to write melodies on the treble staff;
 4. reading melodies of increasing complexity based on a pentatonic scale;
 5. dividing rhythms into measures;
 6. reading and notating rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes; and
 7. explaining the functions of basic music symbols.

Performance and Production

- 3.4~~2~~ The student will sing a varied repertoire of songs alone and with others, including
1. singing in tune with a clear tone quality;
 2. singing melodies within the range of an octave;
 3. ~~Accompany singing with rhythm and/or melody instruments.~~
 3. singing melodies written on the treble staff;
 4. ~~Use music terminology to interpret a music selection;~~
 4. singing with expression, using a wide range of tempos and dynamics;
 25. Perform in ~~singing~~ rounds, partner songs, and ostinatos in two-part ~~music~~ ensembles;
 6. maintaining proper posture for singing.
- 3.5~~3~~ The student will ~~perform in a two-part ensemble, using~~ play a variety of pitched and non-pitched ~~nonpitched~~ instruments alone and with others, including-
1. playing music in two-part ensembles;
 2. playing melodies written on the treble staff;
 3. playing with expression, using a wide range of tempos and dynamics;
 4. accompanying songs and chants with I and V(V⁷) chords; and
 5. demonstrating proper playing techniques.
- 3.2~~4~~ The student will ~~notate and~~ perform rhythmic patterns that include sixteenth notes, single eighth notes, ~~paired eighth notes, quarter notes, quarter eighth rests, half notes, and~~ dotted half notes, and whole notes, using body percussion, melodic percussion instruments, or non-pitched percussion instruments.
- 3.3 ~~The student will notate and perform melodies from the treble staff, using traditional notation.~~
1. ~~Use voice or melodic instruments.~~
 2. ~~Use a wide range of tempos and dynamics.~~
 3. ~~Recognize that music is divided into measures.~~

- ~~3.5~~ The student will demonstrate understanding of meter by
~~1. determining strong and weak beats; and~~
~~2. performing sets of beats grouped in twos and threes.~~
- ~~3.6~~ The student will perform I and V (V⁷) chords to accompany a two-chord melody, using classroom instruments.
- ~~3.46~~ The student will respond to music with movement; by
~~1. Perform line and circle dances.~~
~~1. illustrating sets of beats grouped in twos and threes;~~
~~2. creating movement to illustrate rondo form;~~
~~3. Dramatize songs, stories, and poems.~~
~~43. Pperforming nonchoreographed and nonchoreographed movements, including line and circle dances; and~~
~~24. Pperforming dances and games other music activities from a variety of cultures.~~
- ~~3.7~~ The student will create music through a variety of experiences; by
~~1. improvising rhythmic question-and-answer phrases;~~
~~2. Create movement to illustrate meter and form.~~
~~42. Create improvising accompaniments and, including ostinatos for songs and chants; and~~
~~3. Create lyrics to familiar melodies.~~
~~3. composing pentatonic melodies, using traditional notation.~~
~~4. Create new verses to songs.~~

Music History and Cultural Context and Music Theory

- ~~3.8~~ The student will identify and perform sets of beats that are grouped in twos and threes, using descriptive terminology to identify which beats are strong and which beats are weak.
- ~~3.9~~ The student will identify ABC form.
- ~~3.10~~ The student will recognize music symbols within a musical score and use music terminology to explain their functions.
- ~~3.418~~ The student will explore the music of world historical and cultural through song, dance, and movement; aspects of music by
~~1. Study folk tales and musical settings of folk tales.~~
~~1. recognizing four music compositions from four different periods of music history and identifying the composers; and~~
~~2. Listening to and describing examples of non-Western instruments not traditionally found in bands or orchestras.~~
~~3. Interpret music through movement.~~
~~4. Perform traditional dances.~~
- ~~3.9~~ The student will demonstrate audience and participant behaviors appropriate for the purposes and settings in which music is performed.
- ~~3.12~~ The student will identify the four orchestral families (woodwind, string, brass, percussion), using sight and sound.

- ~~3.13 The student will demonstrate the melodic shape (contour) of a musical phrase, using music terminology to describe how pitches may move upward, downward, or stay the same.~~
- 3.4510 The student will describe the relationships between music and other disciplines fields of knowledge.

Judgment and Analysis, Evaluation, and Criticism

- 3.11 The student will analyze music by
1. identifying and explaining examples of musical form;
 2. identifying instruments from the four orchestral families visually and aurally;
 3. listening to and describing basic music elements, using music terminology; and
 4. comparing and contrasting stylistic differences in music from various styles and cultures.
- 3.12 The student will evaluate and critique music by describing music compositions and performances.
- 3.13 The student will collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.
- ~~3.14 The student will exhibit respect for the contributions of self and others in a music setting.~~
- ~~1. Contribute to a group effort of making music.~~
 - ~~2. Contribute to a group effort of listening to music.~~
 - ~~3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.~~

Aesthetics

- 3.14 The student will examine ways in which the music of a culture reflects its people's attitudes and beliefs.
- 3.15 The student will explain personal motivations for making music.
- 3.16 The student will describe why music has quality and value.

Grade Four General Music

The standards for Grade Four General Music emphasize a deeper understanding of musical concepts, including singing, playing instruments, listening, creating, composing, and performing. Students continue to expand their knowledge of orchestral instruments and music from various cultures. Students gain understanding of music styles and listen to, analyze, and describe music.

Music Theory/Literacy

- 4.1 The student will read and notate music, including
1. reading melodies based on a hexatonic scale;
 2. using traditional notation to write melodies containing stepwise motion;
 3. reading two-note accompaniment patterns (bordun);
 4. reading and notating rhythmic patterns that include dotted quarter note followed by an eighth note;
 5. using a system to sight-read melodic and rhythmic patterns;
 6. identifying the meaning of the upper and lower numbers of simple time signatures ($\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$); and
 7. identifying dynamic markings (e.g., *p*, *mp*, *mf*, *f*).

Performance and Production

- 4.12 The student will sing a varied repertoire of songs alone and with others, including
1. singing in tune with a clear tone quality and correct intonation;
 2. singing diatonic melodies;
 3. singing melodies written on the treble staff;
 4. Singing with expression, using indicated dynamics and phrasing;
 5. Singing in a group performing songs in simple harmony; and
 6. demonstrating proper posture for singing.
- 4.53 The student will perform in a two-part musical ensemble, using play a variety of pitched and non-pitched nonpitched instruments alone and with others, including-
1. playing music of increasing difficulty in two-part ensembles;
 2. playing melodies of increasing difficulty written on the treble staff;
 3. playing a given melody on a recorder or other similar instrument;
 4. playing with expression, using dynamics and phrasing;
 5. accompanying songs and chants with I, IV, and V(V⁷) chords; and
 6. demonstrating proper playing techniques.
- 4.24 The student will notate and perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half quarter notes, whole notes, and whole rests, using body percussion, voice, pitched instruments, or non-pitched instruments followed by an eighth note.
- 4.3 The student will notate and perform melodies from the treble staff, using traditional notation.
1. Identify melodic movement as step, leap, or repeat.
 2. Use voice or instruments.

- 4.45 The student will respond to music with movement ~~by~~
1. ~~P~~performing ~~non~~choreographed and ~~n~~onchoreographed movements;
 2. ~~P~~performing traditional folk dances and other music activities; and
 3. ~~Use body percussion.~~
 3. creating movement to illustrate rondo (ABACA) musical form.
- 4.6 ~~————~~ The student will play I, IV, and V (or V⁷) chords to accompany a three-chord melody.
- 4.76 The student will create music ~~through a variety of experiences~~ by
1. ~~I~~mprovising ~~simple~~ melodies and rhythmic accompaniments, using a variety of sound sources;
 2. ~~Create melodic or rhythmic motives to enhance literature, using a variety of sound sources, including technology.~~
 2. composing short melodic and rhythmic phrases within specified guidelines; and
 3. ~~Create movement to illustrate meter and form.~~
 3. using contemporary media and technology.

Music History and Cultural Context and Music Theory

- 4.137 The student will use music terminology to describe various styles explore historical and cultural aspects of music ~~by~~
21. ~~Recognize a composer and~~describing a four music compositions from each of four different periods of music history and identifying the composers;
 42. ~~P~~placing musical examples into ~~broad~~ categories of style;
 3. listening to and describing music from a variety of world cultures; and
 4. examining how music from popular culture reflects the past and influences the present.
- 4.8 ~~————~~ The student will identify rondo form.
- 4.8 ~~————~~ The student will demonstrate audience and participant behaviors appropriate for the purposes and settings in which music is performed.
- 4.159 The student will compare the relationships between music and other ~~disciplines~~ fields of knowledge.
- 4.9 ~~————~~ The student will recognize dynamic markings and interpret them in performance.
- 4.10 ~~————~~ The student will identify instruments from various music ensembles, including instruments from other cultures, using sight and sound.
- 4.11 ~~————~~ The student will identify the function of the top and bottom numbers of a meter signature involving 2, 3, and 4 beats.
- 4.12 ~~————~~ The student will distinguish between major and minor tonality.

Judgment and Analysis, Evaluation, and Criticism

- 4.10 The student will analyze music by
 - 1. identifying instruments from a variety of music ensembles visually and aurally;
 - 2. distinguishing between major and minor tonality;
 - 3. listening to, comparing, and contrasting music compositions from a variety of cultures and time periods;
 - 4. identifying elements of music through listening, using music terminology; and
 - 5. identifying rondo form (ABACA).

- 4.11 The student will evaluate and critique music by
 - 1. reviewing criteria used to evaluate compositions and performances; and
 - 2. describing performances and offering constructive feedback.

- 4.12 The student will identify characteristics and behaviors that lead to success as a musician.

- 4.14 ~~The student will exhibit respect for the contributions of self and others in a music setting.~~
 - 1. ~~Contribute to a group effort of making music.~~
 - 2. ~~Contribute to a group effort of listening to music.~~
 - 3. ~~Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.~~

Aesthetics

- 4.13 The student will explain personal preferences for musical works and performances, using music terminology.

- 4.14 The student will explain how criteria used to value music may vary from one culture to another.

- 4.15 The student will describe how personal beliefs influence responses to music.

Grade Five General Music

The standards for Grade Five General Music enable students to use their music knowledge and skills to synthesize information and create music. Students continue to read, write, and compose music, using increasingly complex rhythms and meters. They begin to develop choral skills, including singing in two- and three-part harmony. Students explore and perform a variety of music styles and develop personal criteria to be used for describing and analyzing musical performances.

Music Theory/Literacy

- 5.1 The student will read and notate music, including
1. identifying the treble (G) and bass (F) clefs;
 2. using a system to sight-read melodies based on the diatonic scale;
 3. using traditional notation to write melodies containing skips and leaps;
 4. reading and notating rhythmic patterns of increasing complexity;
 5. identifying the meaning of the upper and lower numbers of compound time signatures ($\frac{6}{8}$); and
 6. identifying tempo markings.

Performance and Production

- 5.42 The student will sing a varied repertoire of songs in tune with a clear tone quality, alone and with others, including
1. ~~D~~demonstrating beginning choral behaviors and skills in ~~group~~ ensemble singing;
 2. singing with attention to blend, balance, intonation, and expression;
 3. ~~Develop age-appropriate ability in singing skills.~~
 3. singing melodies of increasing complexity written on the treble staff;
 24. Participate in ~~group~~singing involving in two-part ~~or~~ and three-part harmony; and
 5. modeling proper posture for singing.
- 5.53 The student will play a variety of pitched and nonpitched instruments alone and with others, including
1. ~~perform~~playing music of increasing difficulty in ~~musical~~ a variety of ensembles, using pitched and rhythm instruments;
 2. playing melodies and accompaniments of increasing difficulty written on the treble staff;
 3. playing with expression; and
 4. demonstrating proper playing techniques.
- 5.24 The student will notate and perform rhythmic patterns that include sixteenth notes, a dotted eighth followed by a sixteenth note, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes, and whole rests, using body percussion, voice, pitched instruments, or non-pitched instruments of increased complexity, including syncopations.
- 5.3 The student will notate and perform melodies from the treble staff, using traditional notation.
1. Use voice or instruments.
 2. Use computer technology.

- 5.45 The student will respond to music with movement ~~by~~
1. ~~P~~performing nonchoreographed and nonchoreographed movements, including music in duple and triple meters; and
 2. ~~P~~performing dances and games from various cultures, including traditional folk dances and other music activities.
 3. ~~Use body percussion.~~
- 5.6 The student will create music ~~through a variety of experiences.~~ by
1. ~~I~~mprovising melodies and rhythms of increasing complexity;
 2. ~~Create movement to illustrate meter and form.~~
 3. ~~C~~omposing a short melodic or rhythmic phrases original composition within specified guidelines; and
 3. using contemporary media and technology.

Music History and Cultural Context and Music Theory

- 5.7 ~~The student will identify theme and variations form.~~
- 5.447 The student will ~~place music examples into broad categories of style.~~ explore historical and cultural aspects of music by
- 5.1. ~~I~~dentifying a representative composers and one musical compositions from each of four different periods of music history;
 2. ~~Explore how vocal style contributes to the quality and enjoyment of musical selections.~~
 - 4.2. ~~Use music terminology to compare~~ and contrasting a variety of musical styles, using music terminology;
 3. ~~Explore and perform a variety of music styles.~~
 3. describing how people may participate in music within the community as performers, consumers of music, and music advocates; and
 4. ~~Identify notable characteristics of the music of world cultures.~~
 4. recognizing various professional music careers (e.g., music producer, recording engineer, composer, arranger, music business attorneys, arts administrators, music therapist, music teacher).
- 5.8 ~~The student will use music terminology to describe music performances and compositions.~~
- 5.8 ~~The student will exhibit acceptable performance behavior as a participant and/or listener in relation to the context and style of music performed.~~
- 5.9 ~~The student will identify instruments from various music ensembles, including instruments from other cultures, using sight and sound.~~
- 5.439 The student will compare and contrast the relationships between music and other ~~disciplines~~ fields of knowledge.
- 5.10 ~~The student will identify the functions of the top and bottom numbers of meter signatures in duple and triple meters.~~
- 5.10 ~~The student will describe the roles of music and musicians in society.~~

Judgment and Analysis, Evaluation, and Criticism

- 5.11 The student will analyze music by
 - 1. grouping classroom, orchestral, and world instruments into categories based on how their sounds are produced;
 - 2. experimenting with the science of sound;
 - 3. analyzing elements of music through listening, using music terminology; and
 - 4. explaining theme-and-variations form.
- 5.12 ~~The student will exhibit respect for the contributions of self and others in a music setting.~~
 - 1. ~~Contribute to a group effort of making music.~~
 - 2. ~~Contribute to a group effort of listening to music.~~
 - 3. ~~Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.~~
- 5.12 The student will evaluate music by applying accepted criteria when judging the quality of compositions and performances.
- 5.13 The student will define *copyright* as applied to the use of music.
- 5.14 The student will collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

Aesthetics

- 5.15 The student will develop personal criteria to be used for determining the quality and value of musical compositions.
- 5.16 The student will analyze preferences among musical compositions, using music terminology.
- 5.17 The student will examine factors that may inspire musicians to perform or compose.

Elementary Instrumental Music

The standards for Elementary Instrumental Music enable students to begin receiving instruction on wind, percussion, or string instruments of their choice with guidance from the music teacher. Instruction may begin at any elementary school grade level. Students demonstrate proper care of the instrument and basic positions, fingerings, and tone production. They count, read, and perform music at Solo Literature Grade Levels 0 and 1 of the Virginia Band and Orchestra Directors Association (VBODA). Students begin to describe, respond to, interpret, and evaluate works of music and create basic variations of simple melodies. They may use standard method books in either homogeneous or heterogeneous class settings. Students are provided with opportunities to participate in local and district music events.

Music Theory/Literacy

- EI.1 The student will echo, read, and notate music, including
1. identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and
 2. singing selected lines from music being studied.
- EI.2 The student will echo, read, and perform simple rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.
- EI.3 The student will identify and demonstrate half-step and whole-step patterns.
- EI.4 The student will identify, read, and perform music in simple meters ($\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, C).
- EI.5 The student will identify and notate key signatures of scales and literature being performed.
- EI.6 The student will read, notate, and perform scales, including
1. wind/mallet student—one-octave ascending and descending concert F and B-flat major scales; and
 2. string student—one-octave ascending and descending D and G major scales.
- EI.7 The student will identify and perform music written in binary form.
- EI.8 The student will use music composition as a means of expression by
1. composing a four-measure rhythmic or melodic variation; and
 2. using contemporary technology to notate the composition.
- EI.9 The student will define and use musical terminology found in the music literature being studied.

Performance

- EI.10 The student will demonstrate preparatory instrumental basics and playing procedures, including
1. identification and selection of an appropriate instrument;
 2. identification of the parts of the instrument;
 3. procedures for care of the instrument;
 4. proper playing posture and instrument position;
 5. string student—bow hold and left-hand position;
 6. wind student—embouchure; and
 7. percussion student—grip for snare drum sticks and mallets.
- EI.11 The student will demonstrate proper instrumental techniques, including
1. finger/slide placement, using finger/slide patterns and fingerings/positions;
 2. production of tones that are clear, free of tension, and sustained;
 3. wind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent);
 4. string student—bow hold, straight bow stroke; contrasting articulations (pizzicato, legato, staccato, two-note slurs); and
 5. percussion student—stick control and performance of multiple bounce roll, 5-stroke roll, and flam, using appropriate grip; stick control with mallets, using appropriate grip.
- EI.12 The student will demonstrate ensemble skills at a beginning level, including
1. playing unisons, in accordance with VBODA Levels 0 and 1;
 2. differentiating between unisons that are too high or low in order to match pitches, and making adjustments to facilitate correct intonation;
 3. balancing instrumental timbres;
 4. matching dynamic levels and playing style;
 5. responding to conducting patterns and gestures; and
 6. maintaining a steady beat at various tempos in the music literature being studied.
- EI.13 The student will read and interpret standard music notation while performing music of varying styles, in accordance with VBODA Levels 0 and 1.
- EI.14 The student will begin to use articulations and dynamic contrasts as means of expression.
- EI.15 The student will perform simple rhythmic and melodic examples in call-and-response styles.
- EI.16 The student will improvise rhythmic variations of four-measure excerpts taken from folk songs, exercises, or etudes.
- EI.17 The student will demonstrate musicianship and personal engagement by
1. identifying the characteristic sound of the instrument being studied;
 2. monitoring individual practice through the use of practice records or journals that identify specific musical goals;
 3. participating in school performances and local or district events, as appropriate to level, ability, and interest; and
 4. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).

Music History and Cultural Context

- EI.18 The student will explore historical and cultural aspects of music by
1. identifying the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. identifying ways in which culture influences the development of instruments, instrumental music, and instrumental music styles;
 3. identifying ways in which technology influences music;
 4. identifying the relationship of music to the other fine arts and other fields of knowledge;
 5. identifying career options in music;
 6. identifying ethical standards as applied to the use of social media and copyrighted materials; and
 7. demonstrating concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- EI.19 The student will analyze and evaluate music by
1. identifying the cultural influences on and historical context of works of music;
 2. describing works of music, using inquiry skills and music terminology;
 3. identifying accepted criteria used for evaluating works of music;
 4. describing performances of music, using music terminology; and
 5. identifying accepted criteria used for critiquing musical performances of self and others.

Aesthetics

- EI.20 The student will investigate aesthetic concepts related to music by
1. proposing a definition of music;
 2. identifying reasons for preferences among works of music, using music terminology;
 3. identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive; and
 4. explaining the value of musical performance to the school community.

Grades Six–Eight General Music

The middle school general music standards involve students in a higher level of music concepts and the further development of music skills through singing, playing instruments, moving, and listening. The standards encourage the reading of music notation and the assimilation of previous music study toward understanding the mechanics of a music score. Students will explore the creative and expressive aspects of music through composing and arranging. Evaluation of music performances will allow students opportunities to apply music knowledge and experiences to new situations.

Performance and Production

- MS.1 — The student will read and perform rhythmic, melodic, and harmonic patterns.
- MS.2 — The student will sing and play music written in two or more parts.
- MS.3 — The student will participate in a variety of movement activities in the study of music.
1. Demonstrate a variety of styles, periods, and forms through structured and unstructured dance and movement.
 2. Demonstrate elements of music, using body percussion and other physical responses.
- MS.4 — The student will create music through a variety of experiences.
1. Discuss how a composer communicates ideas by manipulating elements of music.
 2. Improvise melodies, rhythms, and harmonies.
 3. Compose melodies, rhythms, and harmonies.
 4. Create arrangements of known melodies, using traditional or nontraditional sound sources, including computer-related technology.

Cultural Context and Music Theory

- MS.5 — The student will investigate musical sounds, forms, styles, and genres through listening, discussing, writing, and performing.
- MS.6 — The student will investigate the role of music in society.
1. Identify career pathways in music.
 2. Identify the influence of daily music experience in one's personal life.

Judgment and Criticism

- MS.7 — The student will describe performances, live or recorded, using music terminology.
1. Develop criteria for evaluating music performances.
 2. Identify music of diverse cultures, including representative composers.
 3. Identify instruments, voice classifications (soprano, alto, tenor, bass), and a variety of performing ensembles aurally and visually.
 4. Use traditional and nontraditional sound sources.
- MS.8 — The student will demonstrate appropriate performance behavior as a participant and/or listener.
1. Exhibit respect for the contributions of self and others within a music setting.
 2. Demonstrate appropriate audience behavior for the context and style of music performed.

Aesthetics

MS.9 — ~~The student will identify and compare the relationships between music and other disciplines.~~

Grade Six General Music

The standards for Grade Six General Music enable students to continue acquiring musical knowledge and skills by singing, playing instruments, performing rhythms, moving to music, composing, and improvising. Students explore music theory by reading and writing music notation, and they become familiar with a variety of musical styles and musical works from different periods of music history. Students demonstrate an understanding of music and its relationship to history, culture, and other fields of knowledge, and they become aware of the contributions of music to the quality of the human experience.

Music Theory/Literacy

- 6.1 The student will read and notate music, including
1. identifying melodic patterns;
 2. recognizing diatonic intervals;
 3. identifying notes written on the bass staff;
 4. notating melodies on the treble staff, with emphasis on steps and skips;
 5. reading and notating rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests; and
 6. identifying the meaning of the upper and lower numbers of time signatures.

Performance

- 6.2 The student will perform a varied repertoire of music, including
1. demonstrating acceptable performance behaviors;
 2. following dynamic and tempo markings; and
 3. singing or playing music in unison and simple harmony.
- 6.3 The student will play a variety of pitched and nonpitched instruments, including
1. singing or playing melodies and accompaniments written on the treble staff; and
 2. playing music in a variety of ensembles.
- 6.4 The student will perform rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests.
- 6.5 The student will respond to music with movement by performing nonchoreographed and choreographed movements.
- 6.6 The student will create music through a variety of sound and notational sources by
1. improvising four-measure melodic and rhythmic phrases; and
 2. composing four-measure melodies and rhythms.

Music History and Cultural Context

- 6.7 The student will explore historical and cultural aspects of music by
1. identifying and describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. identifying ways in which culture and technology influence the development of music and musical styles, including the ways sound is manipulated;
 3. examining career options in music;
 4. identifying the relationship of music to the other fine arts and other fields of knowledge;
 5. identifying ethical standards as applied to the use of social media and copyrighted materials; and
 6. demonstrating concert etiquette as an active listener or participant.

Analysis, Evaluation, and Critique

- 6.8 The student will analyze and interpret music by
1. examining the importance of cultural influences and historical context for the interpretation of works of music; and
 2. describing works of music, using inquiry skills and music terminology.
- 6.9 The student will evaluate and critique music by
1. examining and applying accepted criteria for evaluating works of music;
 2. describing performances of music, using music terminology; and
 3. applying accepted criteria for critiquing musical performances of self and others.

Aesthetics

- 6.10 The student will investigate aesthetic concepts related to music by
1. identifying reasons for preferences among works of music;
 2. identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive; and
 3. explaining the value of musical performance to the school community.

Grade Seven General Music

The standards for Grade Seven General Music build upon students' musical knowledge and skills through increasingly complex experiences in singing, playing instruments, performing rhythms, moving to music, composing, and improvising. Exploration of music theory continues as students read and write increasingly complex music notation. Students compare and contrast the functions of music and investigate the impact of musicians, music consumers, and music advocates on the community. Through musical experiences, students demonstrate an understanding of the relationship of music to history, culture, technology, and other fields of knowledge.

Music Theory/Literacy

- 7.1 The student will read and notate music, including
1. identifying melodic patterns containing steps, skips, and leaps;
 2. notating melodies on the treble staff and/or bass staff;
 3. reading melodic patterns using the diatonic scale; and
 4. reading and notating rhythmic patterns that include sixteenth notes, dotted notes, and corresponding rests.

Performance

- 7.2 The student will perform a varied repertoire of music, including
1. demonstrating acceptable performance behaviors;
 2. singing or playing music written in two or more parts; and
 3. playing melodies and accompaniments written on the treble staff and/or bass staff.
- 7.3 The student will play music of increasing levels of difficulty on a variety of pitched and nonpitched instruments.
- 7.4 The student will perform rhythmic patterns that include sixteenth notes, dotted notes, and corresponding rests.
- 7.5 The student will respond to music with movement by
1. using movement to illustrate musical styles; and
 2. using choreography to interpret aspects of musical expression.
- 7.6 The student will create music through a variety of sound and notational sources by
1. improvising eight-measure melodic and rhythmic phrases of increasing complexity;
 2. composing eight-measure melodies and rhythms; and
 3. identifying contemporary media and technology used to create music.

Music History and Cultural Context

- 7.7 The student will explore historical and cultural aspects of music by
1. identifying and describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. comparing and contrasting musical periods and styles;
 3. comparing and contrasting the functions of music in a variety of cultures;
 4. describing how musicians, consumers of music, and music advocates impact the community;
 5. comparing and contrasting career options in music;
 6. examining the relationship of music to the other fine arts and other fields of knowledge;
 7. explaining ethical standards as applied to the use of social media and copyrighted materials; and
 8. consistently demonstrating concert etiquette as an active listener or participant.

Analysis, Evaluation, and Critique

- 7.8 The student will analyze and interpret music by
1. explaining the importance of cultural influences and historical context for the interpretation of works of music; and
 2. describing and interpreting works of music, using inquiry skills and music terminology.
- 7.9 The student will evaluate and critique music by
1. applying accepted criteria for evaluating works of music; and
 2. applying accepted criteria for critiquing musical performances of self and others.

Aesthetics

- 7.10 The student will investigate aesthetic concepts related to music by
1. describing how time and place influence the characteristics that give meaning and value to a work of music;
 2. describing personal emotional and intellectual responses to works of music;
 3. analyzing ways in which music can evoke emotion and be persuasive; and
 4. explaining the value of musical performance to the community.

Grade Eight General Music

The standards for Grade Eight General Music enable students to use critical-thinking skills to gain an understanding of music. Students perform a variety of music literature and create music in a variety of ensembles. They increase their musical knowledge to become informed consumers and advocates of music. Through musical experiences, students make connections between the elements of music and other fields of knowledge. Students examine the cultural perspectives of music and the value of music in society.

Music Theory/Literacy

- 8.1 The student will read and notate music, including
1. identifying melodic patterns, using specific interval names (e.g., third, fifth); and
 2. reading and notating rhythmic patterns of increasing complexity.

Performance

- 8.2 The student will perform a varied repertoire of music, including
1. consistently demonstrating acceptable performance behaviors;
 2. singing or playing music written in two or three parts on the treble and bass staves; and
 3. using indicated dynamics, phrasing, and other elements of music.
- 8.3 The student will play a variety of pitched and nonpitched instruments, including
1. playing melodies and accompaniments written on the grand staff; and
 2. playing music of increasing difficulty in a variety of ensembles, using traditional and nontraditional instruments.
- 8.4 The student will perform rhythmic patterns in duple and triple meters.
- 8.5 The student will respond to music with movement by
1. creating movements individually or collaboratively to interpret a musical composition;
 2. creating movements to illustrate forms, meters, and patterns; and
 3. demonstrating how choreography is a form of expression and communication.
- 8.6 The student will create music through a variety of sound and notational sources by
1. improvising sixteen-measure melodic and rhythmic phrases;
 2. composing sixteen-measure melodies and rhythms; and
 3. using contemporary media and technology to create music.

Music History and Cultural Context

- 8.7 The student will explore historical and cultural aspects of music by
1. describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. comparing and contrasting musical periods and styles;
 3. comparing and contrasting the functions of music in a variety of cultures;
 4. describing how musicians, consumers of music, and music advocates impact the community;
 5. comparing and contrasting career options in music;
 6. explaining the relationship of music to the other fine arts and other fields of knowledge;
 7. explaining ethical standards as applied to the use of social media and copyrighted materials; and
 8. consistently demonstrating concert etiquette as an active listener or participant.

Analysis, Evaluation, and Critique

- 8.8 The student will analyze and interpret music by
1. explaining the importance of cultural influences and historical context for the interpretation of works of music; and
 2. analyzing and interpreting works of music, using inquiry skills and music terminology.
- 8.9 The student will evaluate and critique music by
1. formulating criteria to be used for evaluating works of music; and
 2. applying formulated criteria for critiquing musical performances of self and others.

Aesthetics

- 8.10 The student will investigate aesthetic concepts related to music by
1. analyzing how time and place influence the characteristics that give meaning and value to a work of music;
 2. describing personal emotional and intellectual responses to works of music;
 3. analyzing ways in which music can evoke emotion and be persuasive; and
 4. explaining the value of musical performance to society.

Middle School Instrumental Music, Beginning Level

The standards for Middle School Instrumental Music, Beginning Level enable students to begin receiving instruction on wind, percussion, or string instruments of their choice with guidance from the music teacher. Instruction may begin at any middle school grade level. Students demonstrate proper care of the instrument and become familiar with the technology of the instrument. They demonstrate basic positions, fingerings, and tone production, and they count, read, and perform music at Solo Literature Grade Levels 1 and 2 of the Virginia Band and Orchestra Directors Association (VBODA). Students begin to describe, respond to, interpret, and evaluate works of music and create basic variations of simple melodies. They investigate career options in music. Students may use standard method books in either homogeneous or heterogeneous class settings. Students are provided with opportunities to participate in local, district, and regional events.

Music Theory/Literacy

- MIB.1 The student will echo, read, and notate music, including
1. identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and
 2. singing selected lines from music being studied.
- MIB.2 The student will echo, read, and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.
- MIB.3 The student will identify and demonstrate half-step and whole-step patterns.
- MIB.4 The student will identify, read, and perform music in simple meters ($\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, C).
- MIB.5 The student will identify and notate key signatures of scales and literature being performed.
- MIB.6 The student will read, notate, and perform scales, including
1. wind/mallet student—one-octave ascending and descending concert F, B-flat, E-flat, and A-flat major scales and small chromatic patterns; and
 2. string student—one-octave ascending and descending G and D major scales and a D harmonic minor scale.
- MIB.7 The student will identify and perform music written in binary form.
- MIB.8 The student will use music composition as a means of expression by
1. composing a four-measure rhythmic-melodic variation; and
 2. notating the composition in standard notation, using contemporary technology.
- MIB.9 The student will define and apply music terminology found in the music literature being studied.

Performance

- MIB.10 The student will demonstrate preparatory instrumental basics and playing procedures, including
1. identification and selection of an appropriate instrument;
 2. identification of the parts of the instrument;
 3. procedures for care of the instrument;
 4. proper playing posture and instrument position;
 5. wind student—embouchure;
 6. string student—bow hold and left-hand position; and
 7. percussion student—stick grip for snare drum and mallets; setup of timpani, mallet instruments, and auxiliary instruments.
- MIB.11 The student will demonstrate proper instrumental techniques, including
1. finger/slide placement, using finger/slide patterns and fingerings/positions;
 2. matching pitches and beginning to make adjustments to facilitate correct intonation;
 3. production of tones that are clear, free of tension, and sustained;
 4. wind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent);
 5. string student—proper bow placement, weight, angle, and speed; contrasting articulations (pizzicato, legato, staccato, two-note slurs); and
 6. percussion student—stick control and performance of multiple bounce roll, 5-stroke roll, flam, flam tap, and single paradiddle, open-close-open, on snare drum (from Percussive Arts Society [PAS] International Drum Rudiments); stick control with mallets, using appropriate grip.
- MIB.12 The student will demonstrate ensemble skills at a beginning level, including
1. balancing instrumental timbres;
 2. making adjustments to facilitate correct intonation;
 3. matching dynamic levels and playing style;
 4. responding to conducting patterns and gestures; and
 5. maintaining a steady beat at various tempos in the music literature being studied.
- MIB.13 The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 1 and 2.
- MIB.14 The student will begin to use articulations, dynamic contrasts, and phrasing as means of expression.
- MIB.15 The student will perform simple rhythmic and melodic examples in call-and-response styles.
- MIB.16 The student will create, through playing and writing, rhythmic variations of four-measure selections taken from folk songs, exercises, or etudes.

- MIB.17 The student will demonstrate musicianship and personal engagement by
1. identifying the characteristic sound of the instrument being studied;
 2. monitoring individual practice through the use of practice records or journals that identify specific musical goals;
 3. participating in school performances and local, district, or regional events, as appropriate to level, ability, and interest; and
 4. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- MIB.18 The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Levels 0 and 1.

Music History and Cultural Context

- MIB.19 The student will explore historical and cultural aspects of music by
1. identifying the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. describing ways in which culture and technology influence the development of instruments, instrumental music, and instrumental music styles;
 3. describing the relationship of instrumental music to the other fine arts and other fields of knowledge;
 4. describing career options in music;
 5. describing ethical standards as applied to the use of social media and copyrighted materials; and
 6. demonstrating concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- MIB.20 The student will analyze and evaluate music by
1. describing the importance of cultural influences and historical context for the interpretation of works of music;
 2. describing and interpreting works of music, using inquiry skills and music terminology;
 3. describing accepted criteria used for evaluating works of music;
 4. describing performances of music, using music terminology; and
 5. describing accepted criteria used for critiquing musical performances of self and others.

Aesthetics

- MIB.21 The student will investigate aesthetic concepts related to music by
1. proposing a definition of music and supporting that definition;
 2. identifying reasons for preferences among works of music, using music terminology;
 3. identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive; and
 4. describing aesthetic criteria used for determining the quality of a work of music or importance of a musical style.

Middle School Instrumental Music, Intermediate Level

The standards for Middle School Instrumental Music, Intermediate Level enable students to continue to develop basic musicianship and music literacy. Students use more articulations and bowings, perform scales and music in a wider range of keys, and perform music at Solo Literature Grade Levels 1–3 of the Virginia Band and Orchestra Directors Association (VBODA). Ensemble skills become more developed as students participate in intermediate-level ensemble settings. Through playing and writing, students create melodic variations. Students compare and contrast career options in music. They describe musical concepts, respond to music, investigate the relationship of music to other disciplines, and analyze various cultures, musical styles, composers, and historical periods. Students are provided with opportunities to participate in local, district, and regional events.

Music Theory/Literacy

- MII.1 The student will echo, read, and notate music, including
1. identifying, defining, and using standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and
 2. singing independent parts selected from the music being studied.
- MII.2 The student will echo, read, and perform rhythms and rhythmic patterns, including sixteenth notes, eighth-note triplets, dotted eighth notes, corresponding rests, and syncopations.
- MII.3 The student will identify, read, and perform music in $\frac{2}{2}$ (alla breve or cut time) and $\frac{6}{8}$ meters.
- MII.4 The student will identify and notate key signatures of scales and literature being performed.
- MII.5 The student will read, perform, and notate scales, including
1. wind/mallet student—ascending and descending concert C, G, and D major scales; a G harmonic minor scale; a chromatic scale; and
 2. string student—one-octave C and F major scales and two-octave G and D major scales (double bass dropping to lower string as needed).
- MII.6 The student will identify and perform music written in rondo and ternary forms.
- MII.7 The student will use music composition as a means of expression by
1. composing a four-measure rhythmic-melodic variation; and
 2. notating the composition in standard notation, using contemporary technology.
- MII.8 The student will define and apply music terminology found in the music literature being studied.

Performance

- MII.9 The student will demonstrate preparatory playing procedures, including
1. care and basic maintenance of the instrument;
 2. consistent use of proper playing posture, instrument position, and hand positions;
 3. basic tuning of the instrument, with and without an electronic tuner;
 4. wind student—consistent use of proper embouchure; and
 5. percussion student—stick grip for snare drum and mallets; basic tuning of two timpani; setup of timpani, mallet instruments, and auxiliary instruments.

- MII.10 The student will demonstrate proper instrumental techniques, including
1. adjusting and perfecting intonation while playing;
 2. producing tones that are clear, free of tension, sustained, and unwavering in pitch;
 3. wind student—proper breathing techniques and embouchure; contrasting articulations (legato, marcato);
 4. string student—proper bow placement, weight, angle, speed, and pressure; contrasting articulations (détaché, accents, hooked bowing, multiple-note slurs, slurred staccato, sforzando); and
 5. percussion student—9-stroke roll, drag, drag paradiddle, flam accent, flamacue, single drag tap, double drag tap, and Lesson 25, open-close-open, on snare drum (PAS); playing techniques on timpani, mallet, and auxiliary instruments, including single-stroke roll.
- MII.11 The student will demonstrate ensemble skills at an intermediate level, including
1. balancing and blending instrumental timbres;
 2. making adjustments to facilitate correct intonation;
 3. matching dynamic levels and playing style;
 4. responding to conducting patterns and gestures; and
 5. maintaining a steady beat at various tempos in the music literature being studied.
- MII.12 The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 1–3.
- MII.13 The student will demonstrate use of articulations, dynamic contrasts, and phrasing as means of expression.
- MII.14 The student will perform simple rhythmic and melodic examples in call-and-response styles.
- MII.15 The student will create, through playing and writing, rhythmic and melodic variations of four-to-eight-measure selections taken from folk songs, exercises, or etudes.
- MII.16 The student will demonstrate musicianship and personal engagement by
1. making adjustments to facilitate correct intonation;
 2. identifying and producing the characteristic sound of the instrument being studied;
 3. monitoring individual practice with a level of refinement that reflects specific musical goals;
 4. participating in curricular and co-curricular school performances and local, district, or regional events, as appropriate to level, ability, and interest; and
 5. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- MII.17 The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Levels 1 and 2.

Music History and Cultural Context

- MII.18 The student will explore historical and cultural aspects of music by
1. describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. comparing and contrasting a variety of musical styles, using music terminology;
 3. comparing and contrasting the functions of instrumental music in a variety of cultures;
 4. describing how musicians, consumers of music, and music advocates impact the community;
 5. comparing and contrasting career options in music;
 6. relating instrumental music to the other fine arts;
 7. applying ethical standards in the use of social media and copyrighted materials; and
 8. consistently demonstrating concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- MII.19 The student will analyze and evaluate music by
1. explaining the importance of cultural influences and historical context for the interpretation of works of music;
 2. interpreting works of music, using inquiry skills and music terminology;
 3. applying accepted criteria for analyzing and evaluating works of music;
 4. describing performances of music, using music terminology; and
 5. applying accepted criteria for critiquing musical performances of self and others.

Aesthetics

- MII.20 The student will investigate aesthetic concepts related to music by
1. explaining how the factors of time and place influence the characteristics that give meaning and value to a work of music;
 2. describing personal responses to works of music, using music terminology;
 3. analyzing ways in which music can evoke emotion and be persuasive; and
 4. applying aesthetic criteria for determining the quality of a work of music or importance of a musical style.

Middle School Instrumental Music, Advanced Level

The standards for Middle School Instrumental Music, Advanced Level enable students to acquire more advanced technical and expressive skills and demonstrate a mature level of musicianship. Students demonstrate a variety of articulations, bowings, positions, alternate fingerings, and vibrato while playing the required scales, arpeggios, and rudiments in more complex rhythmic patterns. Percussion students become more proficient in the use of mallet instruments, timpani, and auxiliary instruments. Through playing and writing, students create expressive rhythmic and melodic variations. Students research career options in music. They perform music at Solo Literature Grade Levels 2–4 of the Virginia Band and Orchestra Directors Association (VBODA). Students discuss and evaluate characteristics of personal performances and compositions, as well as the works of others. Students are provided with opportunities to participate in local, district, and regional events.

Music Theory/Literacy

- MIAD.1 The student will read and notate music, including
1. identifying, defining, and using advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and
 2. singing assigned parts in combination with other parts from the music being studied.
- MIAD.2 The student will read, perform, and compose rhythms and rhythmic patterns that include quarter-note triplets and corresponding rests.
- MIAD.3 The student will identify, read, and perform music in complex meters, including
1. identifying, reading, and performing compound meters ($\frac{3}{8}$, $\frac{6}{8}$);
 2. identifying, reading, and performing simple mixed meters; and
 3. identifying asymmetrical meters.
- MIAD.4 The student will identify and notate key signatures of scales and literature being performed.
- MIAD.5 The student will read, perform, and notate scales, including
1. wind/mallet student—ascending and descending concert C, F, B-flat, E-flat, A-flat, G, D, A, and E major scales; G and D harmonic minor scales; an extended chromatic scale, commensurate with VBODA district requirements; and
 2. string student—two-octave C, F, B-flat, G, D, and A major scales and A, D, and E harmonic minor scales, commensurate with VBODA regional requirements.
- MIAD.6 The student will identify and perform music written in theme-and-variations form.
- MIAD.7 The student will use music composition as a means of expression by
1. composing an eight-measure rhythmic-melodic variation; and
 2. notating the composition in standard notation, using contemporary technology.
- MIAD.8 The student will define and consistently apply music terminology found in the music literature being studied.

Performance

- MIAD.9 The student will independently demonstrate preparatory playing procedures, including
1. procedures for care and maintenance of the instrument;
 2. consistent use of proper playing posture, instrument position, and hand positions;
 3. tuning of the instrument, with and without an external source;
 4. wind student—adjustment of embouchure, as appropriate; and
 5. percussion student—tuning of three or more timpani to a reference pitch; stick grip for snare drum and mallets; setup of timpani, mallet instruments, and auxiliary instruments.
- MIAD.10 The student will demonstrate proper instrumental techniques, including
1. consistently adjusting and perfecting intonation while playing;
 2. producing tones that are clear, free of tension, sustained, and centered in pitch;
 3. wind student—proper breathing techniques and embouchure; various articulations (tenuto, sforzando);
 4. string student—proper bow placement, weight, angle, speed, and pressure; various articulations (brush stroke, tremolo); a beginning vibrato motion; shifting to higher positions as needed; and
 5. percussion student—13 rudiments (Percussive Arts Society), open-close-open, on snare drum; tuning timpani while playing; playing techniques on mallet and auxiliary instruments.
- MIAD.11 The student will demonstrate ensemble skills at an advanced level, including
1. balancing and blending instrumental timbres;
 2. matching dynamic levels, playing style, and intonation;
 3. responding to conducting patterns and gestures; and
 4. maintaining a steady beat at various tempos and performing tempo changes in the music literature being studied.
- MIAD.12 The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 2–4.
- MIAD.13 The student will consistently use articulations, dynamic contrasts, and phrasing as means of expression.
- MIAD.14 The student will perform increasingly complex rhythmic and melodic examples in call-and-response styles.
- MIAD.15 The student will create, through playing and writing, rhythmic and melodic variations of selections taken from folk songs, exercises, or etudes, incorporating a variety of expressive elements.
- MIAD.16 The student will demonstrate musicianship and personal engagement by
1. making adjustments to facilitate correct intonation;
 2. producing the characteristic sound of the instrument being studied;
 3. monitoring individual practice with a level of refinement that reflects advanced musical goals;
 4. participating in curricular and co-curricular performances and local, district, or regional events, as appropriate to level, ability, and interest; and
 5. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).

MIAD.17 The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Levels 1–3.

Music History and Cultural Context

MIAD.18 The student will explore historical and cultural aspects of music by

1. analyzing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
2. comparing and contrasting a variety of musical periods and styles, using music terminology;
3. analyzing the characteristics of instrumental music from a variety of cultures;
4. describing opportunities for music performance and advocacy within the community;
5. researching career options in music;
6. explaining the relationship of instrumental music to other fields of knowledge;
7. researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and
8. consistently demonstrating exemplary concert etiquette as an active listener.

Analysis, Evaluation, and Critique

MIAD.19 The student will analyze and evaluate music by

1. comparing and contrasting the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music;
2. examining ways in which personal experiences influence critical judgment about works of music and musical performances;
3. applying accepted criteria for analyzing and evaluating works of music;
4. describing performances of music, using music terminology; and
5. applying accepted criteria for critiquing musical performances of self and others.

Aesthetics

MIAD.20 The student will investigate aesthetic concepts related to music by

1. analyzing personal responses to works of music, using music terminology;
2. analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances; and
3. identifying the value of musical performance to society.

Middle School Guitar

The standards for Middle School Guitar enable students to begin receiving instruction on acoustic guitar at any middle school grade level. Students demonstrate proper care of the instrument and become familiar with the technology of the guitar. They demonstrate basic positions, right-hand and left-hand techniques, and tone production. Students count, read, and perform music of varying styles and levels of difficulty. They begin to describe, respond to, interpret, and evaluate works of music and create basic variations of simple melodies. Students investigate career options in music. Students may use standard method books in class settings.

Music Theory/Literacy

- MG.1 The student will echo, read, and notate music, including
1. identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music;
 2. using chord charts;
 3. using guitar tablature; and
 4. singing lines selected from music being studied.
- MG.2 The student will echo, read, and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.
- MG.3 The student will identify, read, and perform music in simple meters ($\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, C).
- MG.4 The student will read, notate, and perform scales and chords, including
1. one-octave ascending and descending C, G, and D major scales; A, D, and E natural minor scales; a chromatic scale;
 2. one form of the movable, one-octave pentatonic scale;
 3. D, D7, Dm, A, A7, Am, E, Em, G, G7, C, C7, and F chords; and
 4. a I-IV-V⁷-I chord progression in the keys of C, G, D, and A major, and A minor.
- MG.5 The student will identify and perform music written in binary and strophic forms.
- MG.6 The student will use music composition as a means of expression by
1. composing a four-measure rhythmic-melodic variation; and
 2. notating the composition in standard notation, using contemporary technology.
- MG.7 The student will define and apply music terminology found in the music literature being studied.

Performance

- MG.8 The student will demonstrate preparatory instrumental basics and playing procedures, including
1. identification of the parts of the instrument;
 2. procedures for care of the instrument;
 3. proper playing posture and instrument position;
 4. proper left-hand and right-hand positions; and
 5. tuning of the instrument, with and without an electronic tuner.

- MG.9 The student will demonstrate proper guitar techniques, including
1. production of clear tone;
 2. right-hand techniques (finger style, pick style); and
 3. left-hand techniques (first position, finger technique).
- MG.10 The student will demonstrate ensemble skills at a beginning level, including
1. blending and balancing;
 2. making adjustments to facilitate correct intonation;
 3. matching dynamic levels and playing style;
 4. responding to conducting patterns and gestures; and
 5. maintaining a steady beat at various tempos in the music literature being studied.
- MG.11 The student will read and interpret standard music notation and tablature while performing music of varying styles and levels of difficulty.
- MG.12 The student will begin to use articulations, dynamic contrasts, and phrasing as means of expression.
- MG.13 The student will perform and improvise simple rhythmic and melodic examples in call-and-response styles.
- MG.14 The student will improvise rhythmic variations of four-measure excerpts taken from folk songs, exercises, or etudes.
- MG.15 The student will demonstrate musicianship and personal engagement by
1. identifying the characteristic sound of the guitar;
 2. monitoring individual practice through the use of practice records or journals that identify specific musical goals;
 3. participating in school performances; and
 4. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- MG.16 The student will sight-read music of varying styles and levels of difficulty.

Music History and Cultural Context

- MG.17 The student will explore historical and cultural aspects of music by
1. identifying the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. describing ways in which culture and technology influence the development of instruments, instrumental music, and instrumental music styles;
 3. describing the relationship of instrumental music to the other fine arts and other fields of knowledge;
 4. describing career options in music;
 5. describing ethical standards as applied to the use of social media and copyrighted materials; and
 6. demonstrating concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- MG.18 The student will analyze and evaluate music by
1. describing the importance of cultural influences and historical context for the interpretation of works of music;
 2. describing and interpreting works of music, using inquiry skills and music terminology;
 3. describing accepted criteria used for evaluating works of music;
 4. describing performances of music, using music terminology; and
 5. describing accepted criteria used for critiquing musical performances of self and others.

Aesthetics

- MG.19 The student will investigate aesthetic concepts related to music by
1. proposing a definition of music and supporting that definition;
 2. describing aesthetic criteria used for determining the quality of a work of music or importance of a musical style;
 3. identifying reasons for preferences among works of music, using music terminology; and
 4. identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.

Middle School Vocal/Choral Music, Beginning Level

The standards for Middle School Vocal/Choral Music, Beginning Level enable students to obtain musical knowledge and skills in the choral setting. Students begin to develop choral skills, including singing in unison and two-part harmony, with emphasis on vocal production and technique. Students learn to read, write, and compose music, using basic music theory. They explore and perform music in a variety of music styles. In addition, students develop an understanding of acceptable concert etiquette. Students are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

- MCB.1 The student will read and notate music, including
1. identifying, defining, and using basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music;
 2. echoing, reading, and notating rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests;
 3. sight-singing eight-measure melodic patterns, while maintaining a steady beat;
 4. differentiating by sight call-and-response songs, canons, and partner songs; and
 5. using contemporary media and technology in the study and creation of music.
- MCB.2 The student will develop aural skills by
1. identifying diatonic intervals (M2, M3, P4, P5, and octave);
 2. distinguishing major and minor tonalities;
 3. identifying similar and contrasting musical phrases and sections;
 4. differentiating melodic and harmonic patterns; and
 5. using contemporary media.

Performance

- MCB.3 The student will demonstrate vocal techniques and choral skills, including
1. using proper posture for choral singing;
 2. using breathing techniques that support vocal production;
 3. identifying vocal anatomy, including the functions of the diaphragm and soft palate in singing;
 4. developing vocal independence, agility, and range by singing developmentally appropriate vocal exercises;
 5. using correct intonation;
 6. blending with other singers on the same vocal part;
 7. using proper diction (i.e., pure vowel sounds, diphthongs, consonants with emphasis on beginning and ending consonants);
 8. singing an assigned vocal part in a small group; and
 9. singing music literature from memory and from score.

- MCB.4 The student will sing expressively, including
1. interpreting tempo markings (allegro, andante, adagio);
 2. performing, from musical scores and rhythmic exercises, rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests;
 3. interpreting dynamic markings (*p*, *mp*, *mf*, *f*, crescendo, decrescendo);
 4. demonstrating expressive phrasing techniques;
 5. responding to basic conducting patterns and interpretive gestures; and
 6. using facial and physical expressions that reflect the mood and style of the music.

- MCB.5 The student will respond to music by performing nonchoreographed and choreographed movements.

- MCB.6 The student will demonstrate collaboration and concert etiquette as a performer by
1. participating in a variety of performances; and
 2. cooperating and collaborating as a singer during rehearsal.

Music History and Cultural Context

- MCB.7 The student will explore historical and cultural aspects of music by
1. identifying the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. identifying ways in which culture and technology influence choral music and vocal music styles;
 3. identifying the relationship of choral music to the other fine arts and other fields of knowledge;
 4. examining career options in music;
 5. identifying ethical standards as applied to the use of social media and copyrighted materials; and
 6. demonstrating concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- MCB.8 The student will analyze and evaluate music by
1. describing works of music, using inquiry skills and music terminology;
 2. examining accepted criteria used for evaluating works of music;
 3. describing performances of music, using music terminology; and
 4. examining accepted criteria used for critiquing musical performances.

Aesthetics

- MCB.9 The student will investigate aesthetic concepts related to music by
1. proposing a definition of music and supporting that definition;
 2. describing aesthetic criteria used for determining the quality of a work of music;
 3. identifying reasons for preferences among works of music, using music terminology; and
 4. identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.

Middle School Vocal/Choral Music, Intermediate Level

The standards for Middle School Vocal/Choral Music, Intermediate Level enable students to build upon the skills and knowledge acquired at the beginning level. Students continue the development of vocal production techniques and ensemble participation. Opportunities are provided for students to explore choral music as a means of expression and communication. Through the collaborative environment of the choral setting, students develop an understanding of teamwork and leadership skills. Students are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

- MCI.1 The student will read and notate music, including
1. identifying, defining, and using standard notation for pitch, rhythm, meter, dynamics, and other elements of music;
 2. echoing, reading, and notating rhythmic patterns that include dotted-half-quarter, dotted-quarter-eighth, dotted-eighth-sixteenth, and corresponding rests;
 3. sight-singing eight-measure, stepwise melodic patterns from unison examples, using the major scale and maintaining a steady beat;
 4. identifying components of a vocal score;
 5. identifying da capo, dal segno, coda, and fine;
 6. identifying key signatures (C, F, and G); and
 7. using contemporary technology to reinforce intermediate choral skills.
- MCI.2 The student will develop aural skills by
1. identifying diatonic intervals (M2, m3, M3, P4, P5, M6, and octave);
 2. distinguishing ascending half-step and whole-step intervals;
 3. identifying AB and ABA musical forms; and
 4. writing melodic phrases from dictation.

Performance

- MCI.3 The student will demonstrate vocal techniques and choral skills, including
1. maintaining proper posture for choral singing;
 2. using breathing techniques that support vocal production;
 3. demonstrating diaphragmatic breathing;
 4. identifying the difference between head voice and chest voice;
 5. strengthening vocal independence, agility, and range by singing developmentally appropriate vocal exercises;
 6. using correct intonation;
 7. blending with other singers on the same vocal part;
 8. using proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants);
 9. singing an assigned vocal part in music written in two or three parts;
 10. singing a cappella and with accompaniment;
 11. singing in at least one language other than English; and
 12. singing music literature from memory and from score.

MCI.4 The student will sing expressively, including

1. interpreting tempo markings (presto, allegro, andante, adagio, ritardando, accelerando);
2. performing rhythmic patterns that include dotted-half-quarter, dotted-quarter-eighth, dotted-eighth-sixteenth, and corresponding rests;
3. applying dynamic markings (*pp*, *p*, *mp*, *mf*, *f*, *ff*, crescendo, decrescendo);
4. applying phrasing techniques;
5. responding to a wide range of conducting patterns and interpretative gestures; and
6. consistently using facial and physical expressions that reflect the mood and style of the music.

MCI.5 The student will respond to music with movement by performing choreography associated with various styles of music.

MCI.6 The student will demonstrate collaboration and concert etiquette as a performer by

1. participating in a variety of performances; and
2. cooperating and collaborating as a singer during rehearsal.

Music History and Cultural Context

MCI.7 The student will explore historical and cultural aspects of music by

1. describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
2. describing how musicians, consumers of music, and music advocates impact the community;
3. comparing and contrasting career options in music;
4. examining the relationship of choral music to the other fine arts;
5. examining ethical standards as applied to the use of social media and copyrighted materials; and
6. consistently demonstrating concert etiquette as an active listener.

Analysis, Evaluation, and Critique

MCI.8 The student will analyze and evaluate music by

1. interpreting works of music, using inquiry skills and music terminology;
2. applying accepted criteria for evaluating works of music; and
3. applying accepted criteria for critiquing music performances.

Aesthetics

MCI.9 The student will investigate aesthetic concepts related to music by

1. explaining how the factors of time and place influence the characteristics that give meaning and value to a work of music;
2. describing personal responses to music, using music terminology;
3. analyzing ways in which music can evoke emotion and be persuasive; and
4. applying aesthetic criteria for determining the quality of a work of music.

Middle School Vocal/Choral Music, Advanced Level

The standards for Middle School Vocal/Choral Music, Advanced Level enable students to build upon the skills and knowledge acquired at the intermediate level. As students perform choral works and sight-read materials, they expand their performance abilities and creativity. Through the collaborative environment of the choral setting, students demonstrate teamwork and display leadership skills. They develop an understanding of and appreciation for vocal/choral music and its relationship to other disciplines. Students are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

MCAD.1 The student will read and notate music, including

1. identifying, defining, and using advanced standard notation for pitch, rhythm, meter, dynamics, and other elements of music;
2. echoing, reading, and notating rhythmic patterns that include eighth-note, half-note, and quarter-note triplets;
3. sight-singing eight-measure, stepwise melodic patterns from two-part scores, using the major scale and maintaining a steady beat;
4. identifying components of a three-part choral score;
5. composing and performing basic rhythmic patterns;
6. identifying key signatures (C, F, and G); and
7. applying contemporary technology to reinforce advanced choral skills.

MCAD.2 The student will develop aural skills by

1. identifying all diatonic intervals;
2. distinguishing descending half-step and whole-step intervals;
3. identifying ABBA and rondo musical forms;
4. recognizing monophonic and homophonic textures;
5. recognizing a cappella vs. accompanied singing, descants, and ostinatos; and
6. writing from dictation complex melodic and rhythmic phrases.

Performance

MCAD.3 The student will demonstrate vocal techniques and choral skills, including

1. consistently maintaining proper posture for choral singing;
2. consistently using breathing techniques that support vocal production;
3. identifying the effect of physiological changes on the voice;
4. increasing breath control through strength and endurance exercises;
5. integrating principles of vocal health in singing (e.g., diaphragmatic support, open throat, raised soft palate);
6. enhancing vocal independence, agility, and range by singing developmentally appropriate vocal exercises, including use of head and chest voices;
7. blending with other singers on the same vocal part and across sections, using correct intonation;
8. singing an assigned vocal part in music written in three or more parts;
9. applying proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants);
10. singing music literature with and without instrumental accompaniment in at least one language other than English; and
11. singing music literature from memory and from score.

MCAD.4 The student will sing expressively, including

1. following and maintaining indicated tempos while singing;
2. performing rhythmic patterns that include eighth-note, half-note, and quarter-note triplets;
3. consistently applying dynamic markings while maintaining correct intonation;
4. interpreting expressive phrasing techniques;
5. responding to advanced conducting patterns and interpretive gestures; and
6. consistently using facial and physical expressions that reflect the mood and style of the music.

MCAD.5 The student will respond to music with movement by

1. creating movement individually or collaboratively to interpret a musical composition; and
2. applying choreography as a form of expression and communication (e.g., sign language, riser choreography).

MCAD.6 The student will demonstrate collaboration and concert etiquette as a performer by

1. participating in a variety of performances;
2. applying expected rehearsal skills; and
3. respecting student leaders within the choral ensemble.

Music History and Cultural ContextMCAD.7 The student will explore historical and cultural aspects of music by

1. analyzing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
2. comparing and contrasting a variety of musical styles, using music terminology;
3. investigating opportunities for music performance and advocacy within the community;
4. researching career options in music;
5. examining the relationship of choral music to other fields of knowledge;
6. researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and
7. consistently demonstrating exemplary concert etiquette as an active listener.

Analysis, Evaluation, and CritiqueMCAD.8 The student will analyze and evaluate music by

1. comparing and contrasting works of music, using music terminology;
2. evaluating works of music, using accepted criteria;
3. comparing and contrasting music performances; and
4. critiquing music performances, using critical-thinking skills.

AestheticsMCAD.9 The student will investigate aesthetic concepts related to music by

1. analyzing personal responses to works of music, using music terminology;
2. analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances; and
3. identifying the value of musical performance to society.

Grades Nine–Twelve High School General Music

The high school general music standards for High School General Music extend the study of enable students to use critical-thinking skills to study musical concepts and are applicable to nonperformance music courses. Students will continue to develop skills in reading and understanding music notation and to explore the expression and organization of musical ideas. The study of music as it relates to human experience, and the student's ability to make aesthetic judgments are also a part of the high school standards. They make connections between the elements of music as they relate to other fields of knowledge. Students examine the cultural perspectives of music in society.

Music Theory/Literacy

- HSG.21 The student will read and notate music, including
1. Notating original musical ideas ~~in~~ on the treble and bass ~~clefs~~ staves;
 2. identifying and using the standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression;
 23. Notating music from dictation; and
 34. Employing ~~using~~ contemporary technology to notate and/or read music.
- HG.2 The student will compose and arrange music within specified guidelines by
1. incorporating appropriate voicings and ranges; and
 2. using a variety of sound, notational, and technological sources.

Performance and Production

- HS.1 ~~The student will participate in a variety of music experiences.~~
1. ~~Develop skills in music individually and in groups.~~
 2. ~~Listen and respond to music.~~
- HG.3 The student will perform a varied repertoire of music, including
1. singing with increased vocal proficiency;
 2. recognizing and demonstrating proper instrumental technique; and
 3. playing instrumental music representative of diverse styles, forms, and cultures.
- HG.4 The student will improvise music, including
1. improvising melodic and rhythmic patterns and accompaniments in a variety of styles;
and
 2. improvising variations on a simple melody.
- HSG.45 The student will investigate characteristics of musical sounds, by
1. Employing elements of music, including melody, rhythm, harmony, form, and texture;
 2. Employing technology to explore musical sounds; and
 3. ~~Investigate~~listening to and describing traditional and nontraditional sound sources.

Music History and Cultural Context and Music Theory

~~HS.3~~ The student will organize and express musical ideas and sounds.

- ~~1. Improvise music.~~
- ~~2. Arrange music, using a choice of notation and form.~~
- ~~3. Compose music, using a choice of notation and form.~~
- ~~4. Use music terminology in explaining music, music notation, instruments, voices, and performances.~~

HG.6 The student will explore historical and cultural aspects of music by

1. describing distinguishing characteristics of musical forms and styles from a variety of cultures;
2. identifying ways in which culture and technology influence the development of music and musical styles;
3. identifying the relationship of music to the other fine arts and other fields of knowledge;
4. researching career options in music; and
5. explaining ethical standards as applied to the use of social media and copyrighted materials.

HSG.57 The student will investigate the role of music in ~~the human experience.~~ society by

- ~~1. Explore the development and function comparing and contrasting the development of music in diverse cultures throughout history through oral and written traditions;~~
- ~~2. Explore examining various opportunities to experience music in the community; and~~
- ~~3. Identify the various uses of music.~~
4. Discuss describing the role of technology and social media in the development of music.

HSG.8 The student will demonstrate appropriate concert etiquette at musical performances ~~behavior as a participant and/or listener.~~ by

- ~~1. Exhibit respect for the contributions of self and others within a musical setting.~~
1. comparing and contrasting audience behavior appropriate for various musical settings;
- ~~2. Demonstrate appropriate audience exhibiting acceptable behavior for the context and style of music performed. as an active listener; and~~
4. Exhibits showing respect for the contributions of self and others within a musical performance settings.

Judgment and Analysis, Evaluation, and Criticism

~~HS.6~~ The student will develop evaluative criteria to make aesthetic judgments.

- ~~1. Develop skills in evaluating music individually and in groups.~~
- ~~2. Defend individual judgments regarding the function of the elements of music.~~

HG.9 The student will analyze music by

1. describing music styles and forms through listening;
2. defining and classifying various musical styles that represent different historical periods and cultures;
3. examining the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music; and
4. describing and interpreting works of music, using inquiry skills and music terminology.

- HG.10 The student will evaluate and critique music by
1. examining and applying accepted criteria for evaluating works of music;
 2. comparing musical performances to similar exemplary models, using music terminology;
and
 3. examining and applying accepted criteria for critiquing musical performances of self and others.

Aesthetics

~~HS.7~~ The student will explore music styles and genres through listening, performing, writing, and discussing.

~~HS.8~~ The student will demonstrate appropriate performance behavior as a participant and/or listener.

- ~~1. Exhibit respect for the contributions of self and others within a musical setting.~~
- ~~2. Demonstrate appropriate audience behavior for the context and style of music performed.~~

~~HS.9~~ The student will identify and compare relationships between music and other disciplines.

- HG.11 The student will investigate aesthetic concepts related to music by
1. explaining how the context of a musical work's creation may influence its meaning and value;
 2. analyzing and justifying personal responses to works of music;
 3. examining and applying aesthetic criteria for determining the quality of a musical work;
and
 4. explaining the value of music to the community and to society.

High School Music Theory

The standards for High School Music Theory integrate aspects of melody, harmony, rhythm, form, analysis, and composition. Emphasis is placed on reading and writing musical notation, developing aural skills such as listening and taking dictation, sight-singing, and using the keyboard. Students recognize, describe, and apply the basic materials and processes of music through an integrated approach, which includes aural, written, creative, and analytical components. Students address these basic concepts by listening to and analyzing a wide variety of music, including standard Western tonal music, contemporary art music, jazz, popular music, and world music.

- HMT.1 The student will demonstrate understanding of the elements of the grand staff by
1. identifying the elements of staves and clefs; and
 2. labeling the octaves and pitches of the grand staff.
- HMT.2 The student will demonstrate understanding of pitch locations in aural, keyboard, and notation activities by
1. correlating the grand staff pitch locations to placements on the keyboard;
 2. explaining the symbols for sharp, flat, and natural; and
 3. identifying enharmonic equivalents.
- HMT.3 The student will demonstrate understanding of the components of rhythmic notation by
1. explaining beat (pulse), rhythm, and tempo;
 2. reading and notating rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests; grouplets; beaming practices; tie vs. slur; dot;
 3. identifying and explaining anacrusis, syncopation, and hemiola;
 4. performing simple rhythmic patterns, using a counting system; and
 5. notating simple rhythmic dictation from aural examples.
- HMT.4 The student will demonstrate understanding of the components of meter by
1. defining measure, bar line, and time signature; and
 2. explaining meters, including simple, compound, and complex/asymmetrical.
- HMT.5 The student will demonstrate understanding of scales by
1. defining interval as the distance between two pitches;
 2. explaining the interval of a half step (m2) and a whole step (M2);
 3. explaining tetrachord patterns;
 4. explaining major, minor, and chromatic scales;
 5. notating ascending and descending major, minor, and chromatic scales, using key signatures and accidentals;
 6. performing major, minor, and chromatic scales, using the voice and keyboard; and
 7. differentiating scale patterns from aural examples.
- HMT.6 The student will demonstrate understanding of key signatures by
1. defining key signature;
 2. identifying the order of sharps and flats in key signatures;
 3. explaining the circle of fifths;
 4. explaining relative and parallel major-minor key relationships; and
 5. writing major and minor key signatures in treble and bass clefs.

HMT.7 The student will demonstrate understanding of diatonic and chromatic intervals by

1. explaining and notating intervals by size and quality (M, m, P, d, A), including inversions;
2. defining consonance and dissonance;
3. identifying and explaining harmonic and melodic intervals;
4. identifying and explaining simple and compound intervals;
5. identifying aural examples of simple intervals; and
6. performing simple intervals.

HMT.8 The student will identify diatonic scale degrees by

1. relating the names of the scale degrees (tonic, supertonic, mediant, subdominant, dominant, submediant, leading tone, subtonic) to their positions in the diatonic scale;
2. using upper-case and lower-case Roman numerals and chord abbreviations to designate triad quality (M, m, d, A) and scale degree; and
3. identifying I, IV, and V chords as primary chords.

HMT.9 The student will demonstrate understanding of triadic structure by

1. identifying root, third, and fifth of a chord;
2. defining tertian harmony;
3. explaining triads by quality (M, m, d, A);
4. comparing and contrasting the qualities of chords in major and minor keys;
5. explaining and notating root-position, first-inversion, and second-inversion triads;
6. explaining the figured bass system for triads;
7. explaining lead sheet symbols;
8. analyzing chord progressions from classical and popular musical scores; and
9. recognizing and explaining types and uses of non-chord tones.

HMT.10 The student will demonstrate aural skills by

1. singing a simple melody at sight;
2. singing simple rhythmic patterns in all meters;
3. notating simple melodies and rhythms from aural examples; and
4. notating simple diatonic harmonies and cadences from aural examples.

HMT.11 The student will identify and define common music symbols and terminology, including those for dynamics, form, tempo, texture, and melody.

HMT.12 The student will apply the theory concepts studied by

1. composing a two-phrase diatonic melody;
2. setting a text to an original melody;
3. harmonizing a melody;
4. following the general rules of voice leading and tendency tones;
5. arranging existing musical material; and
6. using contemporary technology, including notational, theory, and aural skills programs.

HMT.13 The student will demonstrate understanding of the principles of acoustics and the overtone series by relating pitch to frequency of sound waves, amplitude to volume, and timbre to tone quality.

Instrumental Music

Introduction

Instrumental Music Standards of Learning are organized into four levels—Beginning, Intermediate, Advanced, and Artist. These levels are based on the sequential development of skills rather than on grade levels. Since students in Virginia may begin instrumental instruction at varying grades, the use of these four levels allows for needed flexibility. These levels approximate Levels 1-2, 2-4, 4-5, and 5-6 of the Virginia Band and Orchestra Directors Association (VBODA) Selective Music List for Solo Repertoire.

The standards are to be used as guidelines and benchmarks for student achievement. The four strands—Performance and Production, Cultural Context and Music Theory, Judgment and Criticism, and Aesthetics—provide the organization for all of the instructional strategies in the standards. Opportunities are provided for students to explore the relationship between music and the other arts and between music and disciplines outside the arts.

The standards includes wording for both band and string instruments. The descriptive lists of skills and activities related to the standards are organized with band content indicated before string content.

High School Instrumental Music, Beginning Level

The standards for High School Instrumental Music, Beginning Level enable ~~S~~students ~~will~~ to begin receiving instruction on ~~a band, wind, percussion,~~ or string instruments of their choice with guidance from the music teacher. Instruction may begin at any high school grade level ~~and continues until the skill levels are mastered~~. Students ~~will~~ demonstrate proper care of the instrument and ~~will become~~ familiar with the technology of the instrument. They ~~will~~ demonstrate basic positions, ~~tone production,~~ and fingerings, and tone production, and ~~will they~~ count, read, and perform ~~the beginning level of music at Solo Literature Grade Levels 1 and 2 of the Virginia Band and Orchestra Directors Association being studied (VBODA Solo Repertoire, Level 1-2)~~. Students begin to describe, respond to, interpret, and evaluate works of music and create basic variations of simple melodies. They investigate career options in music. ~~Teachers will use available~~ Students may use standard method books ~~to deliver instruction in either homogeneous or heterogeneous class settings with limited ensemble work~~. Students are provided with opportunities to participate in local, district, and regional events.

Music Theory/Literacy

- HIB.1.1 The student will echo, read, and notate music-, including
- ~~1. Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef.~~
 - ~~3.1. Identifying, defining, and demonstrate using basic standard notation symbols for pitch, rhythm, meter, articulation, dynamics, tempo, articulation, and expression other elements of music-; and~~
 - ~~2. Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter.~~
 2. singing selected lines from music being studied.
- HIB.2 The student will echo, read, and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, corresponding rests, and syncopations.
- HIB.3 The student will identify and demonstrate half-step and whole-step patterns.
- HIB.4 The student will identify, read, and perform music in simple meters ($\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, C, $\frac{6}{8}$).
- HIB.5 The student will identify and notate key signatures of scales and literature being performed.
- HIB.6 The student will read, notate, and perform one octave major scales, ascending and descending, including
- ~~1. Play F, B-flat, E-flat, and A-flat wind/mallet students—one octave scales on wind and mallet instruments ascending and descending concert C, F, B-flat, E-flat, A-flat, and G major scales; G harmonic minor scale; a chromatic scale-; and~~
 - ~~2. Play D, G, C, and F string student—one octave scales on stringed instruments ascending and descending C, F, G, and D major scales and D harmonic minor scale.~~
- HIB.7 The student will identify and perform music written in binary, ternary, and theme-and-variations forms.

HIB.188 The student will use music composition as a means of expression by
1. composing a two- to four-measure rhythmic-melodyic variation; and
2. notating the composition in standard notation, using available contemporary technology and teacher-specified rhythms and pitches.

HIB.9 The student will define and apply music terminology found in the music literature being studied.

Performance and Production

~~IB.1~~ The student will demonstrate proper posture, embouchure, hand position, and playing position.

~~IB.2~~ The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.

~~IB.3~~ The student will adjust intonation while playing an instrument.

~~IB.4~~ The student will maintain a steady tempo while performing materials being studied.

~~IB.5~~ The student will use contrasting articulation.

1. ~~Use tonguing and slurring when performing on wind instruments.~~

2. ~~Use détaché, pizzicato, and slurring when performing on stringed instruments.~~

~~IB.7~~ The percussion student will perform multiple bounce roll, five stroke roll, nine stroke roll, flam, single paradiddle, and drag from the Percussive Arts Society (PAS) International Drum Rudiments, open-close-open.

~~IB.8~~ The wind/mallet student will perform a one-octave chromatic scale, ascending and descending.

~~IB.10~~ The student will demonstrate musical phrasing through the use of melodic contour, natural accents, and proper use of breath or bow.

HIB.10 The student will demonstrate preparatory instrumental basics and playing procedures, including

1. identification and selection of an appropriate instrument;

2. identification of the parts of the instrument;

3. procedures for care of the instrument;

4. proper playing posture and instrument position;

5. wind student—embouchure;

6. string student—bow hold and left-hand position; and

7. percussion student—stick grip for snare drum and mallets; setup of timpani, mallet instruments, and auxiliary instruments.

- HIB.11 The student will demonstrate proper instrumental techniques, including
1. finger/slide placement, using finger/slide patterns and fingerings/positions;
 2. matching pitches and beginning to make adjustments to facilitate correct intonation;
 3. production of tones that are clear, free of tension, and sustained;
 4. wind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent);
 5. string student—proper bow placement, weight, angle, speed, and pressure; contrasting articulations (pizzicato, legato, staccato, détaché, two-note slurs); and
 6. percussion student—stick control and performance of multiple bounce roll, 5-stroke roll, 9-stroke roll, flam, drag, flam tap, single paradiddle, and double paradiddle, open-close-open, on snare drum (from Percussive Arts Society [PAS] International Drum Rudiments); stick control with mallets, using appropriate grip.
- HIB.12 The student will demonstrate ensemble skills at a beginning level, including-
1. Blendbalancing instrumental timbres-;
 2. making adjustments to facilitate correct intonation;
 3. Matching dynamic levels and playing style-;
 4. Responding to basic conducting patterns and gestures-; and
 5. Maintaining a steady beat at various tempos in the music literature being studied.
- ~~IB.13~~—The student will sing selected lines from the material being studied.
- HIB.13 The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 1 and 2.
- ~~IB.14~~—The student will perform music from a variety of cultures, styles, and historical periods.
- HIB.14 The student will use articulations, dynamic contrasts, and phrasing as a means of expression.
- HIB.15 The student will perform simple rhythmic and melodic examples in call-and-response styles.
- ~~IB.16~~—The student will demonstrate knowledge of the instrument being studied.
- ~~1. Identify instrumental parts.~~
 - ~~2. Demonstrate proper care and maintenance.~~
- HIB.16 The student will create, through playing and writing, rhythmic variations of four-measure selections taken from folk songs, exercises, or etudes.
- ~~IB.17~~—The student will demonstrate increased learning through a variety of music activities.
- ~~1. Maintain attendance with required materials.~~
 - ~~2. Demonstrate completion of assignments and/or practice.~~
 - ~~3. Participate in concerts, performances, cross disciplinary activities, and co-curricular activities.~~
 - ~~4. Demonstrate concert etiquette as a performer and listener.~~

- HIB.17 The student will demonstrate musicianship and personal engagement by
1. identifying the characteristic sound of the instrument being studied;
 2. monitoring individual practice through the use of practice records or journals that identify specific musical goals;
 3. participating in school performances and local, district, or regional events, as appropriate to level, ability, and interest; and
 4. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- ~~HIB.18~~ The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Levels 10–2.

Music History and Cultural Context and Music Theory

- HIB.219 The student will explore historical and cultural aspects of music by
1. identifying and analyze the cultures, musical styles, composers, and historical periods from materials associated with the music literature being studied;
 2. describing ways in which culture and technology influence the development of instruments, instrumental music, and instrumental music styles;
 3. describing the relationship of instrumental music to the other fine arts and other fields of knowledge;
 4. describing career options in music;
 5. describing ethical standards as applied to the use of social media and copyrighted materials; and
 6. demonstrating concert etiquette as an active listener.
- ~~IB.20~~ The student will identify career options in music.

Judgment and Analysis, Evaluation, and Criticism

- HIB.220 The student will analyze and discuss individual and group performances. evaluate music by
1. describing the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music;
 2. describing and interpreting works of music, using inquiry skills and music terminology;
 3. describing accepted criteria used for evaluating works of music;
 4. describing performances of music, using music terminology; and
 5. describing accepted criteria used for critiquing musical performances of self and others.

Aesthetics

- HIB.21 The student will investigate aesthetic concepts related to music by
1. proposing a definition of *music* and supporting that definition;
 2. identifying reasons for preferences among works of music, using music terminology;
 3. identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive;
 4. describing aesthetic criteria used for determining the quality of a work of music or importance of a musical style; and
 5. explaining the value of musical performance to the school community.
- ~~IB.23~~ The student will associate terminology common to music with the other fine arts and other disciplines.

~~IB.24 — The student will demonstrate concert etiquette as an active listener.~~

~~IB.25 — The student will discuss musical performance and its value to the community.~~

High School Instrumental Music, Intermediate Level

The standards for High School Instrumental Music, Intermediate Level enable students to continue to ~~developing~~ developing basic musicianship skills ~~continues to be a priority at the Intermediate Level and music literary.~~ Students ~~will begin to~~ use more articulations and bowings, perform scales and music in ~~more difficult~~ a wider range of keys signatures, ~~demonstrate shifting and vibrato,~~ and perform music at an ~~intermediate level of difficulty~~ Solo Literature Grade Levels 2–4 of the Virginia Band and Orchestra Directors Association (VBODA-Solo_Repertoire, Level 2-4). Ensemble skills ~~will become more developed as students participate in band and orchestral intermediate-level ensemble settings.~~ Through playing, improvising, and writing, students create melodic and rhythmic variations. Students ~~will compare and contrast career options in music. They describe musical concepts common to music and, respond to music, investigate music's relationship to other disciplines, and will be involved in discussing analyze various cultures, musical styles, composers, and historical periods. Students are provided with opportunities to participate in local, district, regional, and state events.~~

Music Theory/Literacy

- HII.491 The student will echo, read, and notate music-, including
- ~~1. Use a syllable, number, or letter system to read and write simple melodies in the appropriate clef, individually and in large ensembles.~~
 - ~~31. Identifying, defining, and demonstrate applying standard notation symbols for pitch, rhythm, meter, articulation, dynamics, tempo, articulation, and expression other elements of music-; and~~
 - ~~2. Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, half, quarter, eighth, and sixteenth notes, rests, and dotted notes, and triplets in simple and compound meters.~~
 2. singing similar and contrasting parts from the music being studied.
- HII.2 The student will echo, read, and perform rhythms and rhythmic patterns, including sixteenth notes, dotted eighth notes, quarter-note triplets, half-note triplets, and corresponding rests.
- HII.3 The student will identify, read, compare, contrast, and perform music in $\frac{3}{8}$, $\frac{5}{8}$, $\frac{5}{4}$, $\frac{6}{4}$, and $\frac{2}{2}$ (alla breve or cut time) meters.
- HII.4 The student will identify and notate key signatures of scales and literature being performed.
- HII.65 The student will read, perform, and notate major scales, ascending and descending, in eighth notes (M.M. quarter note = 72); including
- ~~1. Play D, G, C, F, B-flat, E-flat, A-flat, and D-flat one-octave scales on wind and mallet instruments.~~
 1. wind/mallet student—ascending and descending concert C, F, B-flat, E-flat, A-flat, D-flat, G, D, A, and E major scales; G and D harmonic minor scales; a chromatic scale, in eighth notes with M.M. quarter note = 100; and
 - ~~2. Play C, G, D, A, B-flat, and A-flat two-octave scales on violin.~~
 2. string student—two-octave C, F, B-flat, E-Flat, G, D, and A major scales and G and A harmonic minor scales (double bass: one octave), in eighth notes with M.M. quarter note = 100.
 - ~~3. Play C, G, D, E, F, and E-flat two-octave scales on viola or cello.~~
 - ~~4. Play C, G, D, A, E, F, B-flat, and A-flat one-octave scales on string bass.~~

~~III.6 The student will identify, compare, contrast, and perform music written in sonata, theme-and-variations, and compound binary forms.~~

~~III.187 The student will use music composition as a means of expression by~~
~~1. composing an eight-measure rhythmic-melodic variation; and~~
~~2. notating the composition in standard notation, using available contemporary technology; within teacher-specified parameters.~~

~~III.8 The student will define and apply music terminology found in the music literature being studied.~~

Performance and Production

~~H.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.~~

~~H.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.~~

~~H.3 The student will adjust intonation and match pitches.~~

~~H.4 The student will incorporate tempo changes and a variety of rhythms and meters in materials being studied.~~

~~H.5 The student will demonstrate a variety of articulations or bowings.~~
~~1. Play staccato, legato tongue, accent, marcato, and tenuto on wind instruments.~~
~~2. Play staccato, brush stroke, hooked bowings, martelé, marcato, tremolo, and multiple note slurs on stringed instruments.~~

~~H.7 The percussion student will perform multiple bounce roll, five stroke roll, nine stroke roll, flam, single paradiddle, drag, drag paradiddle, flam accent, flam tap, flamacue, single drag tap, double drag tap, and lesson 25 from the Percussive Arts Society (PAS) International Drum Rudiments, open close open.~~

~~H.8 The wind/mallet student will perform a chromatic scale, ascending and descending, in eighth notes (M.M. quarter note = 72).~~

~~III.9 The student will demonstrate preparatory playing procedures, including~~
~~1. care and basic maintenance of the instrument;~~
~~2. identifying and repairing minor problems of the instrument;~~
~~3. basic tuning of the instrument, with and without an electronic tuner;~~
~~4. describing and demonstrating proper posture, instrument position, and hand positions;~~
~~5. wind student—describing and demonstrating proper embouchure; and~~
~~6. percussion student—stick grip for snare drum and mallets; basic tuning of timpani; setup of timpani, mallet instruments, and auxiliary instruments.~~

~~H.10 The student will demonstrate musical phrasing through the use of dynamics, tempo, and melodic contour.~~

- HII.10 The student will demonstrate and describe proper instrumental techniques, including
1. adjusting and perfecting intonation while playing;
 2. producing tones that are clear, free of tension, sustained, and unwavering in pitch;
 3. wind student—proper breathing techniques and consistent embouchure; contrasting articulations (marcato, sforzando, forte-piano, tenuto);
 4. string student—proper bow placement, weight, angle, speed, and pressure; contrasting articulations (accents, hooked bowing, multiple-note slurs, slurred staccato, sforzando, martelé, spiccato); and
 5. percussion student—13 Standard Rudiments and Lesson 25, open-close-open, on snare drum (PAS); tuning timpani while playing; playing techniques on timpani, mallet, and auxiliary instruments, including single-stroke roll.
- HII.11 The student will demonstrate and describe ensemble skills, at an intermediate level, including
1. balancing and blending instrumental timbres;
 2. making adjustments to facilitate correct intonation;
 3. matching dynamic levels and playing style, and intonation;
 4. responding to conducting patterns and gestures; and
 5. maintaining a steady beat at various tempos in the music literature being studied.
- HII.12 The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 2–4.
- H.13 The student will sing a part while other students sing or play contrasting parts.
- II.9.13 The student will use apply articulations, dynamic contrasts, phrasing, various tempos, and tempo changes and technical skills as means of expression.
1. ~~Use vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments.~~
 2. ~~Use multiple mallets technique on two timpani, and techniques on auxiliary instruments when performing on percussion instruments.~~
 3. ~~Use shifting (violin or viola—up to third position; cello or bass—up to fourth position); alternate fingerings, and vibrato when performing on stringed instruments.~~
- H.14 The student will perform music from a variety of cultures, styles, and historical periods.
- HII.14 The student will create and perform simple rhythmic and melodic examples, using call-and-response and basic improvisation.
- H.15 The student will identify and repair minor problems of the instrument being studied.
- HII.4715 The student will embellish four to eight measures of a folk song by creating compose and perform rhythmic and melodic variations based upon original ideas or folk songs, exercises, or etudes.
- H.16 The student will demonstrate increased learning through a variety of music activities.
1. ~~Maintain attendance with required materials.~~
 2. ~~Demonstrate completion of assignments and/or practice.~~
 3. ~~Participate in concerts, performances, cross-disciplinary activities, and co-curricular activities.~~
 4. ~~Demonstrate concert etiquette as a performer and listener.~~

- HII.16 The student will demonstrate musicianship and personal engagement by
1. making adjustments to facilitate correct intonation;
 2. identifying and producing the characteristic sound of the instrument being studied;
 3. monitoring individual practice with a level of refinement that reflects specific musical goals;
 4. participating in curricular and co-curricular events (e.g., concerts, other performances); ensembles such as symphonic ensembles, chamber ensembles, marching band, jazz ensembles; All-County, All-District, All-Region, and All-Virginia events; and
 5. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- HII.4217 The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Level 2-4.

Music History and Cultural Context and Music Theory

- HII.2418 The student will explore historical and cultural aspects of music by
1. identify and analyze describing the cultures, musical styles, composers, and historical periods from materials associated with the music literature being studied;
 2. comparing and contrasting a variety of musical styles, using music terminology;
 3. comparing and contrasting the functions of instrumental music in a variety of cultures;
 4. describing how musicians, consumers of music, and music advocates impact the community;
 5. comparing and contrasting career options in music;
 6. relating the relationship of instrumental music to the other fine arts;
 7. applying ethical standards to the use of social media and copyrighted materials; and
 8. consistently demonstrating concert etiquette as an active listener.
- H.20 — The student will identify career and avocational options in music.

Judgment and Analysis, Evaluation, and Criticism

- HII.2219 The student will analyze and evaluate individual and group performances, music by
1. explaining the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music;
 2. interpreting works of music, using inquiry skills and music terminology;
 3. applying accepted criteria for analyzing and evaluating works of music;
 4. describing performances of music, using music terminology; and
 5. applying accepted criteria for critiquing musical performances of self and others.

Aesthetics

- HII.20 The student will investigate aesthetic concepts related to music by
1. analyzing and explaining how the factors of time and place influence characteristics that give meaning and value to a work of music;
 2. describing personal emotional and intellectual responses to works of music, using music terminology;
 3. analyzing ways in which music can evoke emotion and be persuasive;
 4. applying aesthetic criteria for determining the quality of a work of music or importance of a musical style; and
 5. explaining the value of musical performance to the community.

~~H.23 — The student will describe concepts common to music, the other fine arts, and other disciplines.~~

~~H.24 — The student will demonstrate concert etiquette as an active listener.~~

~~H.25 — The student will discuss musical performance and its value to the community.~~

High School Instrumental Music, Advanced Level

~~Students at the Advanced Level (VBODA Solo Repertoire, Level 4-5) will participate regularly in an orchestra or band setting. The standards for High School Instrumental Music, Advanced Level enable students to acquire more advanced~~ Technical and expressive skills and demonstrate a mature level of musicianship. ~~will increase in difficulty as the s~~Students demonstrates a variety of articulations, bowings, positions, alternate fingerings, and vibrato while playing the required scales, arpeggios, and rudiments in more complex rhythmic patterns. Percussion students ~~will~~ become more proficient in the use of mallet instruments, timpani, and auxiliary instruments. Through playing, improvising, and writing, students create expressive rhythmic and melodic variations. Students research career options in music. They perform music at Solo Literature Grade Levels 4 and 5 of the Virginia Band and Orchestra Directors Association (VBODA). ~~Advanced instrumental s~~Students will perform, discuss, and critically and evaluate characteristics of ~~more elaborate music~~ personal performances and compositions, as well as the works of others. ~~Students will~~ They discuss relationships between musical concepts and the concepts of other disciplines, and be they are involved in discussing exploring various cultures, styles, composers, and historical periods. Students are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

HIAD.1 The student will read and notate music, including

1. identifying, defining, and applying advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and
2. singing assigned parts while others sing or play contrasting parts from the music being studied.

HIAD.192 The student will read ~~and write, analyze, perform, and compose varied~~ rhythmic patterns in complex meters, demonstrating technical facility and precision commensurate with VBODA Level 4 and 5.

HIAD.3 The student will identify and notate all key signatures.

HIAD.64 The student will read, notate, and perform all ascending and descending major scales and selected melodic minor scales with one octave tonic arpeggios, ascending and descending, in eighth notes (M.M. quarter note = 72) as per VBODA All-Virginia audition requirements, as well as selected minor scales.

1. Play e, a, d, g, e, f, b flat, and e flat melodic minor scales and one octave tonic arpeggios on wind and mallet instruments.
2. Play g, a, b flat, and c three octave melodic minor scales and one octave tonic arpeggios on violin.
3. Play e and d three octave melodic minor scales and one octave tonic arpeggios on viola or cello.
4. Play e, f, and g two octave melodic minor scales and one octave tonic arpeggios on string bass.

HIAD.85 The wind/mallet student will perform an ascending and descending chromatic scale, ascending and descending, in sixteenth notes (M.M. quarter note = 72) throughout the practical range of the instrument as per VBODA All-Virginia audition requirements.

HIAD.6 The student will identify, compare, contrast, and perform music written in fugal and theme-and-variations forms.

HIAD.7 The student will use music composition as a means of expression by
 1. composing a rhythmic-melodic variation; and
 2. notating the composition in standard notation, using contemporary technology.

HIAD.248 The student will identify, define, and apply and differentiate music terminology and symbols from materials found in the music literature being studied.

HIAD.479 The student will improvise a melody to a I-IV-V(V⁷)-I chord progression.

HIAD.4810 The student will arrange or compose accompanying harmonies and/or counter melodies to a given melody.

Performance and Production

IAD.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.

IAD.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.

IAD.3 The student will adjust intonation and match pitches.

IAD.4 The student will incorporate tempo changes and a variety of rhythms and meters in materials being studied.

IAD.5 The student will demonstrate a variety of articulations or bowings.
 1. Use double tongue, triple tongue, and breath attacks on wind instruments.
 2. Use spiccato, sforzando, louré, and flautando on stringed instruments.

IAD.7 The percussion student will perform the 40 Percussive Arts Society (PAS) International Drum Rudiments, open-close-open.

IAD.10 The student will demonstrate musical phrasing through the use of dynamic emphasis and tempo modification.

HIAD.11 The student will demonstrate preparatory procedures for playing, including
 1. procedures for care and basic maintenance of the instrument;
 2. describing and demonstrating the process for tuning the instrument;
 3. identifying and repairing minor problems of the instrument;
 4. analyzing, describing, and demonstrating proper posture, instrument position, and hand positions;
 5. wind student—analyzing, describing, and demonstrating proper embouchure; and
 6. identifying intonation problems within the ensemble, and providing a solution.

HIAD.12 The student will demonstrate and describe proper instrumental techniques, including

1. adjusting and perfecting intonation while playing;
2. producing tones that are clear, free of tension, sustained, and unwavering in pitch;
3. describing and demonstrating contrasting articulations in the music literature being studied;
4. using vibrato, alternate fingerings, trills, and grace notes when performing;
5. wind student—proper breathing techniques and embouchure; double-tongue and breath attacks;
6. string student—advanced tuning and artistic bowing techniques; shifting (violin or viola—up to fifth position; cello or bass—up to thumb position); playing double stops; and
7. percussion student—advanced techniques; 40 Standard Rudiments and Lesson 25, open-close-open, on snare drum (PAS); three-mallet technique on mallet percussion; multiple percussion techniques on auxiliary percussion instruments; timpani technique on three or four drums; tuning drums to reference pitches; making changes during performance.

~~IAD.13~~—The student will sing a part while other students sing or play contrasting parts.

HIAD.4413 The student will demonstrate, describe, and analyze ensemble skills at an advanced level, including:

1. balancing and blending instrumental timbres;
2. making adjustments to facilitate correct intonation;
23. Mmatching dynamic levels, and playing style, and intonation;
34. Rresponding to advanced conducting patterns and gestures;
45. Usedemonstrating conducting patterns and gestures; and
6. maintaining a steady beat at various tempos and performing tempo changes in the music literature being studied.

~~IAD.14~~ The student will perform music from a variety of cultures, styles, and historical periods.

HIAD.14 The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 4 and 5.

~~IAD.15~~ The student will identify and repair minor problems of the instrument being studied.

HIAD.915 The student will demonstrate the use of articulations, dynamic contrasts, and technical skills phrasing, various tempos, and tempo changes as a means of expression.

1. ~~Use vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments.~~
2. ~~Use three-mallet technique when performing on mallet percussion.~~
3. ~~Use multiple percussion techniques when performing on auxiliary percussion instruments.~~
4. ~~Use timpani technique on three or four drums, tuning drums to reference pitches and making changes during performance of an instrumental work.~~
5. ~~Use shifting (violin or viola—up to fifth position; cello or bass—up to thumb position), alternate fingerings, and vibrato when performing on stringed instruments.~~

- ~~IAD.16~~ The student will demonstrate increased learning through a variety of music activities.
- ~~1. Maintain attendance with required materials.~~
 - ~~2. Demonstrate completion of assignments and/or practice.~~
 - ~~3. Participate in activities such as concerts, performances, marching band, jazz ensemble, chamber ensembles, and All-District, All-Region, and All-Virginia events.~~
 - ~~4. Demonstrate concert etiquette as a performer and listener.~~
- HIAD.16 The student will create and perform rhythmic and melodic examples to a I-IV-V(V⁷)-I chord progression, using call-and-response and improvisation.
- HIAD.17 The student will perform accompanying harmonies and/or counter melodies to a given melody.
- HIAD.18 The student will demonstrate musicianship and personal engagement by
1. making adjustments to facilitate correct intonation;
 2. identifying and producing the characteristic sound of the instrument being studied;
 3. monitoring individual practice with a level of refinement that reflects advanced musical goals;
 4. participating in curricular and co-curricular events (e.g., concerts, other performances) in ensembles such as symphonic ensembles, chamber ensembles, marching band, jazz ensembles, and All-County, All-District, All-Region, and All-Virginia events; and
 5. analyzing, describing, and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- HIAD.19 The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Levels 2–4.

Music History and Cultural Context and Music Theory

- ~~IAD.20~~ The student will research career and avocational options in music, using available technology.
- HIAD.2220 The student will ~~compare and contrast materials being studied in its~~ explore historical and cultural context, aspects of music by
1. analyzing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. comparing and contrasting a variety of musical periods and styles, using music terminology;
 3. analyzing the characteristics of instrumental music from a variety of cultures;
 4. describing opportunities for music performance and advocacy within the community;
 5. researching career options in music;
 6. explaining the relationship of instrumental music to other fields of knowledge;
 7. researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and
 8. consistently demonstrating exemplary concert etiquette as an active listener.

Judgment and Analysis, Evaluation, and Criticism

- HIAD.21 The student will analyze and evaluate music by
1. comparing and contrasting the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music;
 2. examining ways in which personal experiences influence critical judgment about works of music and musical performances;
 3. applying accepted criteria for analyzing and evaluating works of music;
 4. assessing performances of music, using music terminology; and
 5. applying accepted criteria for critiquing musical performances of self and others.

~~IAD.23 — The student will diagnose and correct personal performance errors.~~

Aesthetics

- HIAD.22 The student will investigate aesthetic concepts related to music by
1. analyzing and explaining personal emotional and intellectual responses to works of music, using music terminology;
 2. analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances; and
 3. explaining the value of musical performance to society.

~~IAD.24 — The student will discuss relationships between music concepts and the concepts of other disciplines:~~

- ~~1. Identify how the characteristic qualities of sound, visual stimuli, other stimuli, movement, and human interrelationships can influence the fine arts.~~
- ~~2. Describe interrelationships between music and other disciplines.~~

~~IAD.25 — The student will demonstrate concert etiquette as an active listener.~~

~~IAD.26 — The student will articulate expressive qualities of music.~~

High School Instrumental Music, Artist Level

~~Students who perform at the Artist Level (VBODA Solo Repertoire, Level 5–6) have built upon the previous skill levels of Beginning, Intermediate, and Advanced. The Artist Level instrumental student will perform. The standards for High School Instrumental Music, Artist Level enable students to acquire technical and expressive skills at an artist level of musicianship. Through playing, improvising, and writing, students create expressive rhythmic and melodic variations. Students research career options in music. They perform music at Solo Literature Grade Levels 5 and 6 of the Virginia Band and Orchestra Directors Association (VBODA). Students discuss, and critically evaluate characteristics of more elaborate music personal performances and compositions, as well as those of others. They students will discuss, analyze, and research relationships between musical concepts common to music and those of other disciplines and will be are involved in the study of aural examples of music representing a researching variety of cultures, styles, composers, and historical periods. Students are provided with opportunities to participate in local, district, regional, and state events.~~

Music Theory/Literacy

- HIAR.1 The student will read and notate music, including
1. identifying, defining, and applying advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and
 2. singing assigned parts while others sing or play contrasting parts.
- HIAR.482 The student will read ~~and write~~, analyze, perform, and compose advanced rhythmic patterns in complex meters, demonstrating technical facility and precision commensurate with VBODA Levels 5 and 6.
- HIAR.3 The student will identify and notate all key signatures.
- HIAR.64 The student will read, notate, and perform all ascending and descending major scales, as per VBODA All-Virginia audition requirements, as well as selected and melodic minor scales, ascending and descending, in a variety of rhythmic patterns and articulations and tonic arpeggios in eighth notes.
- HIAR.85 The wind/mallet student will perform an ascending and descending chromatic scale, ascending and descending, in sixteenth notes (M.M. quarter note = 96) throughout the practical range of the instrument as per VBODA All-Virginia audition requirements.
- HIAR.6 The student will identify, compare, contrast, analyze, and perform music written in standard and nonstandard musical forms.
- HIAR.7 The student will use standard and nonstandard notation as a means of expression by
1. composing a rhythmic-melodic variation for two or more instruments; and
 2. notating the composition in standard notation, using contemporary technology.
- HIAR.238 The student will identify, ~~define~~ explain, and apply music terms inology found in the music literature and symbols from materials being studied.
- HIAR.459 The student will improvise a melody to a 12-bar blues chord progression.

HIAR.10 The student will arrange and compose accompanying harmonies and/or counter melodies to a given melody.

Performance and Production

~~IAR.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.~~

~~IAR.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.~~

~~IAR.3 The student will adjust intonation and match pitches.~~

~~IAR.4 The student will incorporate tempo changes and a variety of rhythms and meters while performing materials being studied.~~

~~IAR.5 The student will perform all articulations or bowings indicated in materials being studied.~~

~~IAR.7 The percussion student will perform the 40 Percussive Arts Society (PAS) International Drum Rudiments, open-close-open.~~

~~IAR.10 The student will demonstrate musical phrasing through the use of dynamic emphasis and tempo modification.~~

HIAR.11 The student will demonstrate preparatory procedures for playing, including

1. procedures for care and maintenance of the instrument;
2. describing and demonstrating the process for tuning the instrument;
3. identifying and repairing minor problems of the instrument;
4. analyzing, describing, and demonstrating proper posture, instrument position, and hand positions;
5. wind student—analyzing, describing, and demonstrating proper embouchure; and
6. identifying intonation problems within the ensemble, and providing a solution.

HIAR.12 The student will demonstrate and describe proper instrumental techniques, including

1. consistently adjusting and perfecting intonation while playing;
2. producing tones that are clear, free of tension, sustained, and unwavering in pitch;
3. describing and demonstrating contrasting articulations in the music literature being studied;
4. using vibrato, alternate fingerings, trills, and grace notes when performing;
5. wind student—proper breathing techniques and embouchure; double-tongue, triple-tongue, breath attacks, and flutter-tongue;
6. string student—advanced tuning and artistic bowing techniques; shifting (violin or viola—fifth position and higher; cello or bass—beyond thumb position); playing chords; and
7. percussion student—artist-level techniques; 40 PAS drum rudiments, open-close-open, on snare drum; four-mallet technique on mallet percussion; multiple percussion techniques on auxiliary percussion instruments; timpani technique on four or more drums; tuning drums to reference pitches; making changes during performance.

~~IAR.13 — The student will sing a part while other students sing or play contrasting parts.~~

~~HIAR.4413~~ The student will demonstrate, describe, analyze, and assess ensemble skills at an artist level, including:

1. balancing and Bblending instrumental timbres;
2. making adjustments to facilitate correct intonation;
23. Mmatching dynamic levels, and playing style, and intonation;
34. Rresponding to advanced conducting patterns and gestures;
45. Uusedemonstrating conducting patterns and gestures; and
6. maintaining a steady beat at various tempos and performing tempo changes in the music literature being studied.

~~IAR.14 — The student will perform music from a variety of cultures, styles, and historical periods.~~

~~HIAR.14~~ The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 5 and 6.

~~HIAR.915~~ The student will demonstrate the use of articulations, dynamic contrasts, phrasing, various tempos, and tempo changes and technical skills as means of expression.

1. Use embellishments, extreme tessitura, and a variety of timbre effects when performing on wind instruments.
2. Use four mallet technique when performing on mallet percussion.
3. Use multiple percussion techniques when performing on auxiliary percussion instruments.
4. Use timpani technique on four or more drums, tuning all drums in reference to a single pitch and making changes during performance of a piece, using intervallie pitches.
5. Use shifting (violin or viola — 5th position and higher; cello or bass — thumb position and higher), varying speeds of vibrato, harmonics, and a variety of timbre effects when performing on stringed instruments.

~~IAR.16 — The student will arrange a selection for two or more instruments, using available technology.~~

~~HIAR.16~~ The student will create and perform rhythmic and melodic examples in sonata-allegro form.

~~IAR.17 — The student will identify and repair minor problems of the instrument being studied.~~

~~HIAR.17~~ The student will compose and perform accompanying harmonies and/or counter melodies to a given melody.

~~HIAR.18~~ The student will demonstrate musicianship and personal engagement by

1. making adjustments to facilitate correct intonation as an ensemble member and soloist;
2. identifying and producing the characteristic sound of the instrument being studied;
3. monitoring individual practice with a level of refinement that reflects artistic musical goals;
4. participating in curricular and co-curricular events (e.g., concerts, other performances); ensembles such as symphonic ensembles, chamber ensembles, marching band, jazz ensembles; All-County, All-District, All-Region, and All-Virginia events; and
5. analyzing, describing, and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).

- ~~IAR.19~~ — ~~The student will demonstrate increased learning through a variety of music activities.~~
- ~~1. Maintain attendance with required materials.~~
 - ~~2. Demonstrate completion of assignments and/or practice.~~
 - ~~3. Participate in activities such as concerts, performances, marching band, jazz ensemble, chamber ensembles, and All-District, All-Region, and All-Virginia events.~~
 - ~~4. Demonstrate concert etiquette as a performer and listener.~~
 - ~~5. Serve as a peer mentor.~~

~~HIAR.4219~~ The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Level 4 or higher.

Music History and Cultural Context and Music Theory

- ~~IAR.20~~ — ~~The student will research career and avocational options in music, using available technology.~~

- ~~HIAR.2420~~ The student will associate aural examples of music with a variety of cultures, styles, and explore historical periods, and cultural aspects of music by
1. comparing and contrasting the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. assessing musical periods and styles, using music terminology;
 3. analyzing the characteristics of instrumental music from a variety of cultures;
 4. analyzing and evaluating opportunities for music performance and advocacy within the community;
 5. investigating career pathways in the music field;
 6. assessing the use and misuse of ethical standards as applied to social media and copyrighted materials; and
 7. modeling exemplary concert etiquette as an active listener.

- ~~IAR.22~~ — ~~The student will analyze a specific work and discuss how the music elements are used to create expression.~~

Judgment and Analysis, Evaluation, and Criticism

- ~~HIAR.21~~ The student will analyze and evaluate music by
1. comparing and contrasting the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music;
 2. analyzing ways in which personal experiences influence critical judgment about works of music and musical performances;
 3. applying accepted criteria for analyzing and evaluating works of music; and
 4. applying accepted criteria for critiquing musical performances of self and others.

- ~~IAR.24~~ — ~~The student will analyze concepts common to music and other disciplines.~~
- ~~1. Identify how the characteristic qualities of sound, visual stimuli, other stimuli, movement, and human interrelationships can influence the fine arts.~~
 - ~~2. Describe interrelationships between music and other disciplines.~~

Aesthetics

HIAR.22 The student will investigate aesthetic concepts related to music by

1. analyzing and explaining personal emotional and intellectual responses to works of music, using music terminology;
2. analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances; and
3. analyzing the value of musical performance to society.

~~IAR.25~~ The student will evaluate and improve personal performance as compared to an exemplary model.

~~IAR.26~~ The student will demonstrate concert etiquette as an active listener.

~~IAR.27~~ The student will articulate expressive qualities of music.

High School Guitar I

The standards for High School Guitar I enable students to begin receiving instruction on acoustic guitar at any high school grade level. Students demonstrate proper care of the instrument and become familiar with its history and technology, including different types of guitars. They demonstrate basic positions, right-hand and left-hand techniques, and tone production. Students read and perform music of varying styles and levels of difficulty. They describe, respond to, interpret, and evaluate works of music and create basic variations of simple melodies. They investigate career options in music. Students may use standard method books in class settings.

Music Theory/Literacy

- HGI.1 The student will echo, read, and notate music, including
1. identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music;
 2. using chord charts;
 3. using guitar tablature; and
 4. singing selected lines from the music being studied.
- HGI.2 The student will echo, read, and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, corresponding rests, and syncopations.
- HGI.3 The student will identify, read, and perform music in simple meters ($\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, C, $\frac{6}{8}$).
- HGI.4 The student will read, analyze, notate, and perform scales and chords, including
1. one-octave ascending and descending C, G, D, A, and E major scales; A, D, E, and B harmonic minor scales; a chromatic scale;
 2. one form of the movable, one-octave pentatonic scale;
 3. D, D7, Dm, A, A7, Am, E, E7, Em, G, G7, B, B7, C, C7, and F chords;
 4. power chords with roots on the E and A strings;
 5. a I-IV-V⁷-I chord progression in the keys of C, G, D, and A major, and A and E minor; and
 6. 12-bar blues in a variety of keys.
- HGI.5 The student will identify and perform music written in binary and theme-and-variations forms.
- HGI.6 The student will use music composition as a means of expression by
1. composing a four-measure rhythmic-melodic variation; and
 2. notating the composition in standard notation, using contemporary technology.
- HGI.7 The student will define and apply music terminology found in the music literature being studied.

Performance

- HGI.8 The student will demonstrate preparatory instrumental basics and playing procedures, including
1. identification of the parts of the instrument;
 2. procedures for care of the instrument;
 3. proper playing posture and instrument position;
 4. proper left-hand and right-hand positions; and
 5. tuning of the instrument, with and without an electronic tuner.
- HGI.9 The student will demonstrate proper guitar techniques, including
1. production of clear tone;
 2. right-hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicia, media, anular [pima]); and
 3. left-hand techniques (first position, finger technique).
- HGI.10 The student will demonstrate ensemble skills at a beginning level, including
1. blending and balancing;
 2. making adjustments to facilitate correct intonation;
 3. matching dynamic levels and playing style;
 4. responding to conducting patterns and gestures; and
 5. maintaining a steady beat at various tempos in the music literature being studied.
- HGI.11 The student will read and interpret standard music notation and tablature while performing music of varying styles and levels of difficulty.
- HGI.12 The student will begin to use articulations, dynamic contrasts, and phrasing as means of expression, including legato, staccato, and ascending and descending slurs.
- HGI.13 The student will perform and improvise simple rhythmic and melodic examples in call-and-response styles.
- HGI.14 The student will improvise rhythmic variations of four-measure excerpts taken from folk songs, exercises, or etudes.
- HGI.15 The student will demonstrate musicianship and personal engagement by
1. identifying the characteristic sound of the guitar;
 2. monitoring individual practice through the use of practice records or journals that identify specific musical goals;
 3. participating in school performances; and
 4. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- HGI.16 The student will sight-read music of varying styles and levels of difficulty.

Music History and Cultural Context

- HGI.17 The student will explore historical and cultural aspects of music by
1. describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. describing ways in which culture and technology influence the development of instruments, instrumental music, and instrumental music styles;
 3. describing the relationship of instrumental music to the other fine arts and other fields of knowledge;
 4. describing career options in music;
 5. describing ethical standards as applied to the use of social media and copyrighted materials; and
 6. demonstrating concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- HGI.18 The student will analyze and evaluate music by
1. describing the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music;
 2. describing and interpreting works of music, using inquiry skills and music terminology;
 3. describing accepted criteria used for evaluating works of music;
 4. describing performances of music, using music terminology; and
 5. describing accepted criteria used for critiquing musical performances of self and others.

Aesthetics

- HGI.19 The student will investigate aesthetic concepts related to music by
1. proposing a definition of music and supporting that definition;
 2. identifying reasons for preferences among works of music, using music terminology;
 3. identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive;
 4. describing aesthetic criteria used for determining the quality of a work of music or importance of a musical style; and
 5. explaining the value of musical performance to the school community.

High School Guitar II

The standards for High School Guitar II enable students to continue receiving instruction on acoustic guitar at any high school grade level. Students demonstrate proper care of the instrument and become increasingly familiar with its history and technology. They demonstrate different positions, right-hand and left-hand techniques, tone production, intonation, and chord structures. Students read and perform music of varying styles and levels of difficulty. They describe, respond to, interpret, analyze, and evaluate works of music. Students improvise and create variations of simple melodies, and they have opportunities to perform in small ensembles. They compare and contrast career options in music. Students may use standard method books in class settings.

Music Theory/Literacy

- HGII.1 The student will echo, read, and notate music, including
1. identifying, defining, and using standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music;
 2. using chord charts;
 3. using guitar tablature; and
 4. singing assigned parts while others sing or play other contrasting parts from the music being studied.
- HGII.2 The student will echo, read, and perform rhythms and rhythmic patterns, including sixteenth notes, quarter-note triplets, eighth-note triplets, and corresponding rests.
- HGII.3 The student will identify, read, and perform music in simple duple meters and compound duple meters.
- HGII.4 The student will read, analyze, notate, and perform scales and chords in root position and in inversions, including
1. one-octave ascending and descending C, F, B-flat, G, D, A, and E major scales and A, D, E, and B natural and harmonic minor scales;
 2. ascending and descending chromatic scale over the full range of the instrument;
 3. one form of the movable, two-octave pentatonic scale;
 4. B-flat, D, D7, Dm, A, A7, Am, E, E7, Em, G, G7, B, B7, C, C7, and F chords;
 5. barre chords, using eight basic forms: E, E7, Em, Em7, A, A7, Am, Am7;
 6. power chords with roots on the E and A strings, with greater fluency;
 7. a I-IV-V⁷-I chord progression in the keys of F, C, G, D, A, and E major, and A and E minor; and
 8. 12-bar blues in a variety of keys.
- HGII.5 The student will identify and perform music written in ABA and strophic forms.
- HGII.6 The student will use music composition as a means of expression by
1. composing a four-measure rhythmic-melodic variation; and
 2. notating the composition in standard notation, using contemporary technology.
- HGII.7 The student will define and apply music terminology found in the music literature being studied.

Performance

- HGII.8 The student will identify, describe, demonstrate, and evaluate preparatory instrumental basics and playing procedures, including
1. the parts of the instrument;
 2. procedures for care of the instrument;
 3. changing a string;
 4. proper playing posture and instrument position;
 5. proper left-hand and right-hand positions; and
 6. tuning of the instrument, with and without an electronic tuner.
- HGII.9 The student will demonstrate proper guitar techniques, including
1. production of clear tone;
 2. right-hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicia, media, anular [pima]); and
 3. left-hand techniques (first position, finger technique, barre techniques).
- HGII.10 The student will demonstrate and evaluate ensemble skills, including
1. blending and balancing;
 2. making adjustments to facilitate correct intonation;
 3. matching dynamic levels and playing style;
 4. responding to conducting patterns and gestures; and
 5. maintaining a steady beat at various tempos in the music literature being studied.
- HGII.11 The student will read and interpret all aspects of standard music notation and tablature while performing music of varying styles and levels of difficulty.
- HGII.12 The student will use articulations, dynamic contrasts, and phrasing as means of expression.
- HGII.13 The student will perform and improvise melodies and accompaniments in various musical styles (e.g., blues, rock, folk, classical) over chord progressions.
- HGII.14 The student will improvise rhythmic and melodic variations of eight-to-twelve measure excerpts taken from blues, folk songs, exercises, or etudes with accompaniment.
- HGII.15 The student will demonstrate musicianship and personal engagement by
1. identifying the characteristic sound of the guitar;
 2. monitoring individual practice through the use of practice records or journals that identify specific musical goals;
 3. participating in school performances; and
 4. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- HGII.16 The student will sight-read music of varying styles based upon the literature being studied.

Music History and Cultural Context

- HGII.17 The student will explore historical and cultural aspects of music by
1. analyzing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. comparing and contrasting a variety of musical periods and styles, using music terminology;
 3. comparing and contrasting the functions of instrumental music in a variety of cultures;
 4. describing how musicians, consumers of music, and music advocates impact the community;
 5. comparing and contrasting career options in music;
 6. analyzing the relationship of instrumental music to the other fine arts;
 7. applying ethical standards to the use of social media and copyrighted materials; and
 8. consistently demonstrating concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- HGII.18 The student will analyze and evaluate music by
1. explaining the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music;
 2. analyzing and interpreting works of music, using inquiry skills and music terminology;
 3. applying accepted criteria for analyzing and evaluating works of music;
 4. describing performances of music, using music terminology; and
 5. applying accepted criteria for critiquing musical performances of self and others.

Aesthetics

- HGII.19 The student will investigate aesthetic concepts related to music by
1. analyzing and explaining how the factors of time and place influence characteristics that give meaning and value to a work of music;
 2. describing personal emotional and intellectual responses to works of music, using music terminology;
 3. analyzing ways in which music can evoke emotion and be persuasive;
 4. applying aesthetic criteria for determining the quality of a work of music or importance of a musical style; and
 5. explaining the value of musical performance to the community.

Vocal/Choral Music

Introduction

The Vocal/Choral Music Standards of Learning are organized into four sequential and developmental levels—Beginning, Intermediate, Advanced, and Artist. These four descriptors are based on vocal maturation and increasing musicianship skills. The Artist Level is the culminating vocal/choral experience in which the singer is prepared for future musical development and career opportunities. Since students in Virginia may be introduced to the choral ensemble experience at varying grade levels, the use of the four sequential and developmental levels allows for consistency and instructional flexibility.

The standards are to be used as guidelines and benchmarks for student achievement. The four strands—Performance and Production, Cultural Context and Music Theory, Judgment and Criticism, and Aesthetics—provide the organization for these instructional strategies. Opportunities are provided for students to explore the relationship between music and the other fine arts and between music and disciplines outside the arts.

High School Vocal/Choral Music, Beginning Level

The Beginning Level standards are designed for students experiencing their first vocal/choral class. Beginning choral students may be found at any grade level within the elementary, middle, and secondary school setting, as prescribed by the local school district. The Beginning Level standards emphasize fundamental vocal development, traditional notation, and the introduction to ensemble singing. These standards require performance, creativity, and investigation at a fundamental level. Opportunities are provided for students to explore the relationship between music and the other fine arts and between music and disciplines outside the arts. The standards for High School Vocal/Choral Music, Beginning Level enable students to obtain musical knowledge and skills in the choral setting. Students begin to develop choral skills, including singing in unison and two-part harmony with emphasis on vocal production and technique. They learn to read, write, and compose music, using basic music theory. Students explore and perform music in a variety of music styles. They develop an understanding of expected concert etiquette. Students are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

- HCB.91 The student will read and write basic notate music notation, including
1. Identify notes and rests (eighth, quarter, half, whole), basic symbols, and terms.
 1. identifying the basic components of a vocal score;
 2. Analyze and sight read simple four-measure phrases, using a symbol system.
 3. Rereading and write rhythmic patterns in simple meter at various tempos that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, eighth-note and quarter-note triplets, and corresponding rests;
 3. identifying the functions of the sharp, flat, and natural signs;
 4. identifying key signatures (C, F, G, D);
 5. sight-singing eight-measure, stepwise melodic patterns, using do, re, mi, fa, sol and maintaining a steady beat;
 6. identifying the meaning of the upper and lower numbers of time signatures in duple and triple meters;
 7. demonstrating basic conducting patterns;
 8. identifying dynamic markings, including pp, p, mp, mf, f, ff, crescendo, and decrescendo;
 9. identifying tempo markings, including presto, allegro, andante, and adagio, rallentando, ritardando, accelerando;
 10. identifying the fermata, repeat sign, da capo, dal segno, coda, and fine; and
 411. Utilize available using contemporary technology and related software to reinforce choral skills.
- HCB.2 The student will demonstrate aural skills by
1. recognizing and demonstrating diatonic intervals (M2, M3, P4, P5, octave);
 2. distinguishing major and minor tonalities;
 3. identifying similar and contrasting musical phrases and sections;
 4. differentiating melodic and harmonic patterns, including descants; and
 5. writing from dictation simple four-measure rhythmic phrases.

Performance and Production

- ~~CB.1~~ — The student will demonstrate proper posture and breathing techniques to support vocal production:
- ~~1. Identify vocal anatomy, including the function of the diaphragm and larynx in singing.~~
 - ~~2. Use breathing techniques to support vocal production.~~
 - ~~3. Demonstrate the operation of the vocal mechanism.~~
- ~~CB.2~~ — The student will sing with a free and clear tone, using accurate intonation.
- ~~1. Sing developmentally appropriate vocal exercises.~~
 - ~~2. Perform assigned vocal parts in repertoire accurately.~~
- ~~CB.3~~ — The student will sing with purity of vowels and clarity of consonants.
- ~~1. Produce pure vowel sounds — ah, eh, ee, oh, and oo.~~
 - ~~2. Articulate consonant sounds.~~
- ~~HC.B.3~~ — The student will exhibit vocal techniques and choral skills, including
- ~~1. using proper posture for choral singing;~~
 - ~~2. using breathing techniques that support vocal production;~~
 - ~~3. identifying vocal anatomy, including the functions of the diaphragm and soft palate in singing;~~
 - ~~4. developing vocal independence, agility, and range by singing appropriate vocal exercises;~~
 - ~~5. demonstrating proper diction (i.e., pure vowel sounds, diphthongs, consonants);~~
 - ~~6. blending with other singers on the same vocal part and across sections, using correct intonation;~~
 - ~~7. singing an assigned vocal part in simple harmony in an ensemble;~~
 - ~~8. singing music literature with and without instrumental accompaniment in at least one language other than English; and~~
 - ~~9. singing music literature from memory and from score.~~
- ~~CB.4~~ — The student will perform dynamics and tempos as indicated by markings in the score in both solo and ensemble singing.
- ~~1. Apply dynamic markings, including *p*, *mp*, *mf*, *f*, *crescendo*, *decrescendo*.~~
 - ~~2. Apply tempo markings, including *allegro*, *andante*, and *lento*.~~
- ~~HC.B.4~~ — The student will sing expressively, including
- ~~1. applying tempo markings (*presto*, *allegro*, *andante*, *adagio*, *rallentando*, *ritardando*, *accelerando*);~~
 - ~~2. performing rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, eighth-note and quarter-note triplets, and corresponding rests;~~
 - ~~3. interpreting dynamic markings (*pp*, *p*, *mp*, *mf*, *f*, *ff*, *crescendo*, *decrescendo*);~~
 - ~~4. interpreting the fermata, repeat sign, da capo, dal segno, coda, and fine;~~
 - ~~5. demonstrating expressive phrasing;~~
 - ~~6. responding to basic conducting patterns and interpretive gestures; and~~
 - ~~7. using facial and physical expressions that reflect the mood and style of the music.~~
- ~~CB.5~~ — The student will perform an assigned vocal part in unison and in simple harmony.
- ~~1. Sing at least three of the following: rounds, canons, descants, partner songs.~~
 - ~~2. Sing literature in two part harmony.~~
 - ~~3. Sing literature with and without instrumental accompaniment.~~

~~HCB.75~~ The student will respond to music ~~through~~ with movement by performing nonchoreographed and choreographed movements.

- ~~1. Use movement to illustrate contrasting styles of music.~~
- ~~2. Use body percussion to practice and perform rhythms.~~

~~CB.6~~ The student will respond to basic conducting gestures.

~~HCB.146~~ The student will demonstrate ~~an awareness of the collaborative~~ on and nature of the choral art.

- ~~1. Contribute to the success of the ensemble.~~
- ~~2. Demonstrate concert etiquette as a performer and listener.~~ by
 1. participating in a variety of performances; and
 2. cooperating and collaborating as a singer in a rehearsal.

~~CB.8~~ The student will improvise short melodic and rhythmic patterns in response to aural prompts.

- ~~1. Improvise “responses” in a style similar to given rhythmic and melodic phrases.~~
- ~~2. Use multimedia applications in creating original music.~~

Music History and Cultural Context and Music Theory

~~HCB.117~~ The student will ~~study~~ explore ~~selections that represent various historical, stylistic, and cultural contexts of choral~~ aspects of music by:

- ~~1. Compare and contrast the functions of vocal/choral music in various cultures.~~
 1. identifying the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 - ~~2. Identify distinguishing characteristics of representative choral music from a variety of cultures.~~
 2. identifying ways in which culture and technology influence the development of choral music and vocal styles;
 - ~~3. Classify an exemplary vocal/choral work by historical period, composer, and title.~~
 3. identifying the relationship of choral music to the other fine arts and other fields of knowledge;
 4. investigating career options in music;
 5. identifying ethical standards as applied to the use of social media and copyrighted materials; and
 6. demonstrating concert etiquette as an active listener.

~~CB.10~~ The student will identify simple musical forms.

- ~~1. Identify similar and contrasting phrases.~~
- ~~2. Recognize visually and aurally AB and ABA forms.~~

Judgment and Analysis, Evaluation, and Criticism

- ~~HCB.128~~ The student will ~~apply choral techniques and musicianship in the~~ analyze and evaluate ~~of music performances.~~ by
- ~~1. Provide answers to questions regarding criteria for evaluating vocal/choral performances and compositions.~~
 1. describing the importance of cultural influences and historical context for the interpretation of works of music;
 2. describing works of music, using inquiry skills and music terminology;
 - ~~23. Develop and apply examining accepted criteria used for evaluating vocal/choral performances works of music;~~
 4. describing performances of music, using music terminology; and
 5. examining accepted criteria used for critiquing musical performances.

Aesthetics

- ~~HCB.9~~ The student will investigate aesthetic concepts related to music by
1. proposing a definition of *music* and supporting that definition;
 2. describing aesthetic criteria used for determining the quality of a work of music or importance of a musical style;
 3. explaining preferences for different works of music, using music terminology;
 4. identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive; and
 5. identifying the value of musical performance to the school community.
- ~~CB.13~~ The student will ~~compare music to the other fine arts.~~
- ~~1. Identify common elements and descriptive terms used in music with those used in the dance arts, theatre arts, and visual arts.~~
 - ~~2. Identify careers in music.~~

High School Vocal/Choral Music, Intermediate Level

The Intermediate Level standards are designed for students who have achieved competency in beginning vocal/choral skills. The standards for High School Vocal/Choral Music, Intermediate Level enable students to build upon the skills and knowledge acquired at the beginning level. Emphasis is placed on the Students continuing the development of vocal production techniques and ensemble participation. The standards require performance, creativity, and investigation at a level of increased ability, as well as an understanding and application of traditional music notation. Opportunities are continued provided for students to explore the relationship between music and the other fine arts and between music and disciplines outside of the arts choral music as a means of expression and communication. Through the collaborative environment of the choral setting, students develop an understanding of teamwork and leadership skills. Students are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

- HCI.9~~1~~ The student will read and ~~write~~ notate music notation, including
- ~~1. Identify dotted notes and rests, sixteenth notes and rests, basic symbols, and terms.~~
 1. identifying components of a vocal score;
 - ~~2. Perform harmonic analysis of eight-measure phrases.~~
 - ~~3. Rereading and write rhythmic patterns in simple and compound meters and various tempos that include dotted-half-quarter, dotted-quarter-eighth, dotted-eighth-sixteenth, half-note triplets, and corresponding rests;~~
 3. identifying key signatures (C, F, B-flat, G, D);
 4. sight-singing eight-measure, stepwise melodic patterns from two-part scores while maintaining a steady beat;
 5. singing major and minor scales, using a neutral syllable;
 6. demonstrating basic conducting patterns, including duple meter;
 7. identifying modulation(s) in choral scores;
 8. writing four-measure melodic phrases from dictation;
 9. demonstrating understanding of the grand staff; and
 - ~~10. Useing available contemporary technology and related software to reinforce choral skills.~~

- HCI.2 The student will develop aural skills by
1. recognizing and demonstrating diatonic intervals (m2, m3, M6, m7);
 2. identifying ascending and descending half-step and whole-step intervals;
 3. identifying and explaining AB and ABA musical forms;
 4. writing from dictation eight-measure rhythmic phrases;
 5. writing from dictation four-measure melodic phrases;
 6. identifying a cappella vs. accompanied singing, including ostinato; and
 7. identifying monophonic, homophonic, and polyphonic textures.

Performance and Production

- CI.1 ~~The student will demonstrate proper posture and breathing techniques to support vocal production.~~
- ~~1. Demonstrate a consistent application of proper breath control.~~
 - ~~2. Demonstrate a consistent application of proper singing posture.~~
 - ~~3. Demonstrate knowledge of vocal anatomy through vocal production.~~

- ~~CI.2~~ The student will sing with a free and clear tone, using accurate intonation.
- ~~1.~~ Identify the basic components of the phonation process as they relate to vocal production.
 - ~~2.~~ Use vocalises to develop desired tone and intonation.
- ~~CI.3~~ The student will sing with purity of vowels and clarity of consonants.
- ~~1.~~ Produce pure vowels—ah, eh, ee, oh, and oo—across the vocal range.
 - ~~2.~~ Identify and articulate consonants, with emphasis on beginning and final consonants.
- HCI.3 The student will apply vocal techniques and choral skills, including
1. consistently using proper posture for choral singing;
 2. consistently using breathing techniques that support vocal production;
 3. demonstrating diaphragmatic breathing;
 4. demonstrating the difference between head voice and chest voice;
 5. strengthening vocal independence, agility, and range by singing appropriate vocal exercises;
 6. consistently using proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants);
 7. blending with other singers across sections, using correct intonation;
 8. singing an assigned vocal part in simple harmony alone or in ensemble;
 9. singing music literature with and without instrumental accompaniment in at least one language other than English; and
 10. singing music literature from memory and from score.
- ~~CI.4~~ The student will use dynamics, tempo, blend, and balance in a group performance.
- ~~1.~~ Apply dynamic markings, including *pp*, *p*, *mp*, *mf*, *f*, *ff*, *crescendo*, *decrecendo*.
 - ~~2.~~ Respond to conducting prompts regarding blend and balance.
- HCI.4 The student will sing expressively, including
1. interpreting various tempos while singing;
 2. performing rhythmic patterns that include syncopations, hemiolas, dotted-half-quarter, dotted-quarter-eighth, dotted-eighth-sixteenth, half-note triplets, and corresponding rests;
 3. performing syncopations and hemiolas in music literature;
 4. consistently applying dynamic markings while maintaining correct intonation;
 5. demonstrating consistent use of phrasing;
 6. responding to a wide range of conducting patterns and interpretative gestures; and
 7. consistently using facial and physical expressions that reflect the mood and style of the music.
- ~~CI.5~~ The student will sing music written in three or more parts.
- ~~1.~~ Maintain voice part in small ensemble.
 - ~~2.~~ Sight read four-measure phrases, using a symbol system.
 - ~~3.~~ Sing with and without instrumental accompaniment.
- HCI.7.5 The student will respond to music ~~through~~ with movement by applying various styles of choreography to different musical compositions.
- ~~1.~~ Create movement to illustrate diverse styles of music.
 - ~~2.~~ Design body percussion for rhythm studies.

- ~~CI.6~~ — ~~The student will respond to conducting patterns and interpretive gestures.~~
- ~~1. Demonstrate and respond to basic conducting patterns of one, two, three, and four beats.~~
 - ~~2. Demonstrate and respond to expressive conducting gestures as they relate to style and interpretation.~~
- ~~HCI.146~~ The student will demonstrate an awareness of the collaborative on and nature of the choral art.
- ~~1. Contribute to the success of the ensemble.~~
 - ~~2. Demonstrate concert etiquette as a performer and listener.~~ by
 1. participating in a variety of performances and other music activities; and
 2. cooperating and collaborating as a singer in a rehearsal.
- ~~CI.8~~ — The student will improvise within limited parameters.
- ~~1. Improvise short rhythmic and melodic phrases.~~
 - ~~2. Create vocal harmony to a given melody.~~
 - ~~3. Use available multimedia applications and technology in creating original music.~~

Music History and Cultural Context and Music Theory

- ~~HCI.147~~ The student will ~~study explore~~ and perform selections representing diverse historical periods, styles, and cultures ~~aspects of music by:~~
- ~~1. Describe distinguishing characteristics of representative vocal/choral music from a variety of historical periods and cultures.~~
 1. describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. comparing and contrasting a variety of musical periods and styles, using music terminology;
 - ~~3. Associate an exemplary vocal/choral work with its historical period, composer, and title.~~
 - ~~23. Compare and contrast the functions of vocal/choral music in a variety of cultures;~~
 4. describing how musicians, consumers of music, and music advocates impact the community;
 5. comparing and contrasting career options in music;
 6. examining the relationship of choral music to the other fine arts;
 7. examining ethical standards as applied to the use of social media and copyrighted materials; and
 8. consistently demonstrating concert etiquette as an active listener.
- ~~CI.10~~ — The student will identify musical forms and textures.
- ~~1. Identify monophonic, homophonic, and polyphonic textures.~~
 - ~~2. Recognize and perform music in various forms, including AB, ABA, and strophic.~~

Judgment and Analysis, Evaluation, and Criticism

- ~~HCI.128~~ The student will use choral techniques and musicianship in the analyze and evaluation of music performances. by
- ~~1. Formulate questions related to criteria for self-evaluation of vocal/choral performances.~~
 - ~~1. explaining the importance of cultural influences and historical context for the interpretation of works of music;~~
 - ~~2. interpreting works of music, using inquiry skills and music terminology;~~
 - ~~3. applying accepted criteria for evaluating works of music; and~~
 - ~~24. Design a rubric for the evaluation of individual and group applying accepted criteria for critiquing music performances.~~

Aesthetics

- ~~HCI.9~~ The student will investigate aesthetic concepts related to music by
- ~~1. analyzing and explaining how the factors of time and place influence characteristics that give meaning and value to a work of music;~~
 - ~~2. describing personal emotional and intellectual responses to works of music, using music terminology;~~
 - ~~3. analyzing ways in which music can evoke emotion and be persuasive;~~
 - ~~4. applying aesthetic criteria for determining the quality of a work of music or importance of a musical style; and~~
 - ~~5. explaining the value of musical performance to the community.~~
- ~~CI.13~~ The student will investigate the relationship of music to the other fine arts and to disciplines outside the arts.
- ~~1. Identify characteristics of various arts from a particular historical period and from various cultures, using common elements and characteristic terms.~~
 - ~~2. Research careers in music as related to the other fine arts.~~

High School Vocal/Choral Music, Advanced Level

The Advanced Level student will continue to acquire proficiency in ensemble singing and will begin to develop competency in individual performance. Singing with refined expressive qualities, the student will perform vocal/choral selections and sight-reading material of increased levels of difficulty. Students will demonstrate The standards for High School Vocal/Choral Music, Advanced Level enable students to build upon the skills and knowledge acquired at the intermediate level. As students perform choral works and sight-read music, they expanded their performance abilities in performance, and creativity, and analytical investigation and will gain experiential knowledge of Through the collaborative environment of the choral setting, students demonstrate teamwork and display leadership and evaluative skills in group and individual settings. Opportunities are continued for students to explore the relationship between music and other disciplines. They develop an understanding of and appreciation for vocal/choral music and its relationship to other disciplines. Students are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

- HCAD.91 The student will read and write notation music, including:
1. Use a symbol system to sight read melodic lines in major keys.
 1. identifying components of three- and four-part choral scores;
 2. Read and write rhythmic and melodic notation.
 2. reading and interpreting complex rhythmic patterns that include syncopations and hemiolas;
 3. Sight read an individual voice part in a vocal score.
 3. identifying major key signatures (C, G, F, D, B-flat, E-flat) and their related minor keys;
 4. sight-singing eight-measure melodic patterns containing tonic triad skips from two- or three-part scores, while maintaining a steady beat;
 5. singing major and minor scales independently, using a neutral syllable;
 6. demonstrating basic conducting patterns, including triple meter; and
 47. Using available contemporary technology and related software to reinforce choral skills.

- HCAD.2 The student will develop aural skills by
1. recognizing and identifying all diatonic intervals;
 2. writing from dictation eight-measure rhythmic phrases of increasing difficulty;
 3. writing from dictation eight-measure melodic phrases;
 4. identifying and explaining ABBA and rondo musical forms; and
 5. identifying madrigal style.

Performance and Production

- CAD.2 The student will consistently perform with accurate intonation in solo and ensemble singing.
1. Perform vocalises to achieve consistent and accurate intonation.
 2. Apply aural skills to adjust individual intonation within the ensemble.
- CAD.3 The student will sing with purity of vowels and clarity of consonants.
1. Demonstrate the difference between voiced and unvoiced consonants.
 2. Demonstrate the use of vowel placement to adjust tone.
 3. Demonstrate the difference between pure vowels and diphthongs.

- ~~HCAD.43~~ The student will demonstrate ~~proper~~ vocal techniques ~~as applied to advanced literature~~, and choral skills, including
- ~~1. modeling proper posture for choral singing;~~
 - ~~2. Consistently demonstrate knowledge of vocal anatomy.~~
 - ~~42. Consistently demonstrate modeling breathing techniques that support proper vocal production;~~
 - ~~3. Consistently apply proper vocal technique in control of dynamics and articulation.~~
 - ~~3. identifying the effects of physiological changes and external influences on the voice;~~
 - ~~4. Exhibit increased ability to use efficient and effective breathing techniques.~~
 - ~~4. integrating principles of vocal health in singing (e.g., diaphragmatic support, open throat, raised soft palate);~~
 - ~~5. increasing breath control through strength and endurance exercises;~~
 - ~~6. increasing vocal independence, agility, and range by singing appropriate vocal exercises, including use of head and chest voices;~~
 - ~~7. adjusting intonation for balance and blend;~~
 - ~~8. singing an assigned vocal part in complex harmony;~~
 - ~~9. consistently applying proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants);~~
 - ~~10. singing music literature with and without instrumental accompaniment in at least two languages other than English; and~~
 - ~~11. singing music literature from memory and from score.~~

- ~~HCAD.4~~ The student will sing ~~in a manner reflecting the expressively~~ qualities of music in rehearsal and performance, including
- ~~1. interpreting and applying various mood, tempos, dynamics, and tone color in performance while singing;~~
 - ~~2. Demonstrate blending vocal timbres and matching dynamic levels.~~
 - ~~2. performing complex rhythmic patterns that include syncopations and hemiolas in duple and triple meters;~~
 - ~~3. consistently applying dynamic markings in musical scores and exercises while maintaining correct intonation;~~
 - ~~34. Sing with modeling expressive phrasing;~~
 - ~~5. responding to advanced conducting patterns and interpretive gestures; and~~
 - ~~6. consistently using facial and physical expressions that reflect the mood and style of the music.~~

- ~~CAD.5~~ The student will perform music written in four or more parts with and without accompaniment.
- ~~1. Sing in small ensembles with one student voice on a part.~~
 - ~~2. Perform music with traditional and nontraditional harmonies.~~

- ~~HCAD.85~~ The student will respond to music ~~through~~ with movement by-
- ~~1. using choreography as a form of expression and communication (e.g., sign language, riser choreography); and~~
 - ~~2. creating movement individually or collaboratively.~~

- ~~CAD.6~~ The student will respond to various conducting patterns and interpretive gestures.
- ~~1. Respond to conducting patterns for changing and mixed meters.~~
 - ~~2. Demonstrate conducting patterns in duple, triple, and compound meters.~~

- ~~HCAD.166~~ The student will ~~identify the demonstrate~~ collaborative ~~on and~~ nature of the choral art.
- ~~1. Contribute to the success of the ensemble.~~
 - ~~2. Demonstrate concert etiquette as a performer and listener, by~~
 - ~~1. participating in a variety of performances and other music activities;~~
 - ~~2. cooperating as a singer in a rehearsal; and~~
 - ~~3. respecting student leaders within the choral ensemble.~~

- ~~CAD.7~~ The student will sing independently.
- ~~1. Demonstrate audition skills.~~
 - ~~2. Demonstrate memorization skills.~~
 - ~~3. Perform a song and/or a vocal part alone.~~

Music History and Cultural Context and Music Theory

- ~~HCAD.7~~ The student will explore historical and cultural aspects of music by
- ~~1. analyzing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;~~
 - ~~2. comparing and contrasting a variety of musical periods and styles, using music terminology;~~
 - ~~3. analyzing the characteristics of vocal/choral music from a variety of cultures;~~
 - ~~4. examining opportunities for music performance and advocacy within the community;~~
 - ~~5. researching career options in music;~~
 - ~~6. analyzing the relationship of choral music to other fields of knowledge;~~
 - ~~7. researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and~~
 - ~~8. modeling exemplary concert etiquette as an active listener.~~

- ~~CAD.10~~ The student will create music through composing, improvising, and arranging.
- ~~1. Create harmonies to a given melody.~~
 - ~~2. Improvise a simple melody vocally.~~
 - ~~3. Create arrangements of known melodies.~~
 - ~~4. Use available multimedia applications and technology.~~

- ~~CAD.11~~ The student will identify various compositional methods, including fugue, word painting, modulation, and aleatory music, encountered in the music being studied.

- ~~CAD.12~~ The student will study and sing selections representing various historical periods, styles, and cultures, including selections in a variety of foreign languages.

Judgment and Analysis, Evaluation, and Criticism

~~HCAD.138~~ The student will analyze and evaluate music performances by

- ~~1. comparing and contrasting the importance of cultural influences and historical context for the interpretation of works of music;~~
- ~~2. Articulate musical preferences through the use of music terminology;~~
- ~~2. examining ways in which personal experiences influence critical judgment about works of music and musical performances;~~
- ~~3. comparing and contrasting works of music, using music terminology;~~
- ~~4. evaluating works of music, using accepted criteria;~~
- ~~5. comparing and contrasting music performances; and~~
- ~~16. Evaluate and offer constructive suggestions for improvement of personal and group critiquing music performances of self and others, using critical-thinking skills.~~

~~CAD.14~~ The student will make informed decisions as a consumer of music.

- ~~1. Identify opportunities to participate in vocal/choral ensembles in the community.~~
- ~~2. Demonstrate knowledge of opportunities for attendance at professional and community concerts.~~

Aesthetics

~~HCAD.9~~ The student will investigate aesthetic concepts related to music by

- ~~1. analyzing and explaining personal emotional and intellectual responses to works of music, using music terminology;~~
- ~~2. analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances; and~~
- ~~3. explaining the value of musical performance to society.~~

~~CAD.15~~ The student will discuss the relationship between music and the other fine arts and between music and disciplines outside the arts.

- ~~1. Name and describe the correlation between vocal/choral music and other disciplines.~~
- ~~2. Research the responsibilities of careers in music as related to the other fine arts.~~

High School Vocal/Choral Music, Artist Level

~~The student at the Artist Level will acquire~~ The standards for High School Vocal/Choral Music, Artist Level enable students to refined musicianship skills in individual and ensemble performance. ~~The~~ Students will continue to develop the ability to evaluate musical performances and articulate preferences and choices through the use of cognitive skills and analytical thinking. They expand their ~~C~~connections with to music in the community and the world ~~will be expanded~~, and develop an individual performance portfolios ~~will be developed~~. Competency In-depth experience in solo and/or ensemble singing and the use of foreign languages ~~will assist in preparing the singer student~~ for future musical and vocal development and career opportunities. Increasing awareness of the interrelation among music, the other fine arts, and other disciplines ~~will be~~ is emphasized.

Music Theory/Literacy

HCAR.91 The student will read and ~~write complex notation~~ music, including-

- ~~1. Play an individual voice part on a melodic instrument.~~
1. identifying all components of music scores;
- ~~2. Sight read melodic lines in major and minor keys.~~
2. Rreading and write notating complex rhythmic patterns in various meters.;
3. identifying major key signatures and their related minor keys;
- ~~4. Sight read any voice part in a full vocal score.~~
4. sight-singing eight-measure melodic patterns containing skips of thirds, fourths, and fifths from three- or four-part scores, while maintaining a steady beat;
5. singing major, minor, and chromatic scales, using a neutral syllable;
6. identifying various compositional procedures and techniques, including fugue, modulation, word painting, and aleatoric music;
7. demonstrating conducting patterns, including those for compound meters; and
8. using contemporary technology to reinforce choral skills.

HCAR.2 The student will develop aural skills by

1. singing all diatonic intervals individually;
2. writing from dictation complex rhythmic phrases and complex melodic phrases that are eight measures in length; and
3. transposing a cappella music into one or more keys.

Performance and Production

- HCAR.13 The student will demonstrate a command of proper advanced vocal techniques in advanced vocal/choral literature, and solo/choral skills, including
- ~~1. Demonstrate knowledge of the singing mechanism in vocal production.~~
 1. modeling proper posture for solo/choral singing;
 - ~~2. Demonstrate using breath control, vocal independence, and agility while singing appropriate vocal exercises throughout the vocal range.;~~
 2. Use proper breathing techniques while singing.
 - ~~3. Use proper advanced vocal techniques in the to control of dynamics and articulation.;~~
 4. using advanced vocal development exercises to improve intonation;
 5. modeling adjustment of intonation by applying listening skills;
 6. modeling blend and balance with other singers;
 7. singing songs with complex and/or nontraditional harmonies;
 8. modeling proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants);
 9. exhibiting audition skills;
 10. singing advanced, representative solo and choral music in various forms, styles, and languages; and
 11. singing music literature from memory as well as from score.
- CAR.2 The student will consistently demonstrate accurate intonation in solo and ensemble singing.
- ~~1. Apply listening skills to adjust individual intonation within the ensemble.~~
 - ~~2. Use advanced vocal development exercises to improve intonation.~~
 - ~~3. Demonstrate the ability to transpose a cappella music into one or more keys.~~
- CAR.3 The student will sing with purity of vowels and clarity of consonants.
- ~~1. Use the International Phonetic Alphabet (IPA) as a resource tool.~~
 - ~~2. Demonstrate difference between voiced and unvoiced consonants.~~
 - ~~3. Demonstrate difference between pure vowels and diphthongs.~~
- HCAR.4 The student will sing in a manner reflecting expressively qualities of music, including
- ~~21. Demonstrate modeling blending vocal timbres and matching dynamic levels.;~~
 - ~~22. Incorporate mood, applying various tempos, dynamics, and tone color into performance while singing.;~~
 3. performing complex rhythmic patterns;
 4. modeling application of dynamic markings in musical scores and exercises while maintaining correct intonation;
 - ~~35. Demonstrate the ability to sing with interpreting and applying expressive phrasing independently.;~~
 6. responding to advanced conducting patterns and interpretive gestures; and
 7. modeling facial and physical expressions that reflect the mood and style of the music.
- CAR.5 The student will perform music written in four or more parts with and without accompaniment.
- ~~1. Sing in small ensembles with one voice on a part.~~
 - ~~2. Perform music with complex harmonies and music with nontraditional harmonies.~~

- ~~HCAR.85~~ The student will respond to ~~and perform~~ music ~~through~~ with movement ~~by~~
- ~~1. Create movement for selected styles of music.~~
 1. demonstrating choreography as a form of expression and communication (e.g., sign language, riser choreography); and
 - ~~2. Perform movement for selected styles of music.~~
 2. improvising movement individually or collaboratively.
- ~~CAR.6~~ — The student will respond to ~~and perform~~ various ~~conducting patterns and interpretive gestures.~~
- ~~1. Respond to and perform conducting patterns for changing and mixed meters.~~
 - ~~2. Demonstrate conducting patterns, including those for duple, triple, and compound meters.~~
- ~~HCAR.166~~ The student will ~~display leadership skills in the vocal/choral setting.~~ demonstrate collaboration and rehearsal and concert etiquette as a performer by
1. participating in a variety of performances and other music activities;
 - ~~2. Demonstrate concert etiquette during performances in a variety of settings.~~
 2. respecting student leaders within the choral ensemble; and
 - ~~13. Demonstrate the ability to fulfilling leadership roles, including one or more of the following: (e.g., section leader, student conductor, accompanist, choir officer, choir librarian, peer mentor).~~
- ~~CAR.7~~ — The student will perform a solo ~~and sing a voice part in advanced choral literature.~~
- ~~1. Demonstrate audition skills.~~
 - ~~2. Demonstrate memorization skills.~~
 - ~~3. Sing a selection from standard solo repertoire.~~

Music History and Cultural Context and Music Theory

- ~~HCAR.7~~ The student will explore historical and cultural aspects of music by
1. comparing and contrasting the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. assessing musical periods and styles, using music terminology;
 3. analyzing the characteristics of vocal/choral music from a variety of cultures;
 4. exploring and evaluating opportunities for music performance and advocacy within the community;
 5. researching career pathways in the music field;
 6. assessing the use and misuse of ethical standards as applied to social media and copyrighted materials; and
 7. modeling exemplary concert etiquette as an active listener.
- ~~CAR.10~~ — The student will create ~~through improvising, composing, and arranging.~~
- ~~1. Create a descant or ostinato to a previously learned melody.~~
 - ~~2. Create harmonies to a given melody.~~
 - ~~3. Improvise on a simple melody.~~
 - ~~4. Create an arrangement to a given melody.~~
 - ~~5. Use available multimedia and technology.~~
- ~~CAR.11~~ — The student will identify various ~~compositional methods, including fugue, word painting, modulation, and aleatory music, encountered in the music being studied.~~

- ~~CAR.12—The student will study and sing selections representing various historical periods, styles, and cultures, including music of the twentieth and twenty-first centuries.~~
- ~~1. Choose selections from more than one foreign language.~~
 - ~~2. Develop a portfolio of repertoire.~~

Judgment and Analysis, Evaluation, and Criticism

- ~~HCAR.138 The student will analyze and evaluate music performances by~~
- ~~1. Evaluate and offer constructive suggestions for the improvement of personal and group performances.~~
 - ~~1. formulating criteria to be used for critiquing musical performances; and~~
 - ~~2. Articulate music preferences through the use of music terminology.~~
 - ~~2. applying formulated criteria for critiquing musical performances of self and others.~~
 - ~~3. Examine professional music reviews, as found in available publications.~~
- ~~CAR.14—The student will make informed decisions as a consumer of music.~~
- ~~1. Identify opportunities to contribute to the musical community.~~
 - ~~2. Identify opportunities for attendance at professional and community concerts.~~

Aesthetics

- ~~HCAR.9 The student will investigate aesthetic concepts related to music by~~
- ~~1. analyzing and explaining personal emotional and intellectual responses to works of music, using music terminology;~~
 - ~~2. analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances; and~~
 - ~~3. analyzing the value of musical performance to society.~~
- ~~CAR.15—The student will articulate the relationship of music to the other fine arts and to disciplines outside the arts.~~
- ~~1. Identify and describe the correlation between vocal/choral music and other disciplines.~~
 - ~~2. Research careers in music as related to the other fine arts.~~

PROPOSED REVISION

Dance Arts Standards of Learning

for
Virginia
Public Schools



Board of Education
Commonwealth of Virginia

April ~~2006~~2013

Introduction

The Dance Arts Standards of Learning identify the essential ~~content~~ knowledge and skills required in the dance arts curriculum for the middle school and ~~core~~ high school courses in Virginia's public schools. The standards are readily applicable to a variety of dance techniques and styles, including ballet, modern, jazz, and the dance of world cultures. The standards outline the minimum criteria for a sequential course of study within a comprehensive dance arts education program. The standards are designed to be cumulative ~~and~~, progressing in complexity by course from the middle school through the ~~secondary level~~ four levels of high school.

Throughout dance arts education, course content is organized into four specific content strands or topics: Performance, Creation, and Production; ~~Cultural Context and Dance History and Cultural Context;~~ Judgment and Analysis, Evaluation, and Criticism; and Aesthetics. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout dance arts instruction, regardless of the particular learning experience. ~~It is t~~ Through the acquisition of the mastery of dance arts concepts, ~~content,~~ and acquisition of dance arts skills that, the goals for dance arts education ~~can be~~ are realized. A comprehensive dance arts program provides students with the ability to develop critical-thinking skills and draw upon core academic areas to solve problems of creation, design, and execution. Through participation in the dance arts, students develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifetime of engagement with the arts.

~~The Dance Arts Standards of Learning provide a foundation for dance study at the middle and high school levels and suggest the minimum criteria for a comprehensive dance education program. The standards are readily applicable to a variety of dance techniques and styles, including ballet, modern, jazz, and the dance of world cultures. The standards are intended neither to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and develop select instructional processes that exceed these minimum criteria strategies and assessment methods appropriate for their students. Teachers will~~ are expected to consistently model appropriate use of copyrighted and royalty-protected materials.

Goals

The content of the Dance Arts Standards of Learning is intended to support the following goals for students:

- Develop the technical and artistic skills necessary for expressive dance performance and for the safe training and care of the body as an instrument.
- Solve choreographic problems creatively through use of the principles, processes, and structures of dance composition.
- Demonstrate knowledge of the elements of dance production and the safe use of materials, methods, and technologies.
- Demonstrate understanding of dance within the contexts of history, culture, and other art forms; and of the role of dance as a vehicle for human expression.
- Develop observation and critical-thinking skills for the evaluation of dance works ~~and~~, including their impact on society.
- Make connections between dance arts and other fields of knowledge, including awareness of the impact of technology contemporary media on dance creativity and performance.
- Demonstrate understanding of the variables of culture and experience that shape the aesthetics of individuals and societies.

- Articulate personal aesthetic preferences and apply aesthetic criteria to the creation and evaluation of dance works.
- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.
- Nurture a lifelong appreciation for dance as an integral component of an educated, cultured society.

Strands

Performance, Creation, and Production

Students will develop a range of physical skills associated with dance performance and demonstrate an intellectual and physical understanding of safe, expressive dance technique. Through study of the principles, processes, and structures of dance composition, students will creatively design and implement choices that support the intent of their choreographic concepts. Students will participate in all aspects of dance production and demonstrate ~~appropriate safe~~ safe use of related materials, methods, and technologies to present and document their creative work.

Cultural Context and Dance History and Cultural Context

Students will understand dance arts within the contexts of ~~culture and history,~~ culture, and other art forms. Students will examine the interrelationships among current events, ~~developing technologies~~ contemporary media, and dance in society. By viewing and evaluating the work of acclaimed choreographers and dance artists, students will become aware of the contribution of the dance arts to the quality of the human experience. Students will gain insight into the unique culture of dance, explore a variety of careers in the field, and use this information to shape personal portfolios that represent their work as creative artists and reflective members of society.

Judgment and Analysis, Evaluation, and Criticism

~~Criticism~~ criticism in dance arts is based upon a thorough understanding of artistry and craft. Students will employ the processes of observing, listening, responding, reflecting, analyzing, interpreting, and evaluating while studying the dance arts. Through thoughtful examination, students will ~~articulate an~~ objectively evaluate ~~one of~~ of dance works by analyzing the creative elements and the dance productions as a whole. Students will apply these same processes to the creation and evaluation of their own choreographic work.

Aesthetics

The ability to make qualitative judgments about the dance arts depends upon the ability to experience a sensory, emotional, and/or intellectual response to dance as an art. Students must recognize the implementation of choreographic and production elements in performance in order to analyze their response ~~and relate that response~~ to the dance experience. Students will gain insight into different cultural perspectives and the factors that shape aesthetic responses, arriving at a clear articulation of their own aesthetic views.

Safety

Safety must be given the highest priority in implementing the ~~D~~dance Arts Standards of Learning instructional program. Students must know how to follow safety guidelines, demonstrate appropriate safety techniques, use equipment safely, and ~~demonstrate practice~~ dance theatre etiquette both on and off the stage while working individually and in groups. ~~These guidelines apply in both the instructional and the performance settings.~~

~~Structurally sound~~ For every instructional activity, correct training techniques, as well as wise selection of appropriate resources, materials, and dance experiences must be ~~considered~~ carefully considered in regard to safety for every instructional activity. Safe facilities for instruction and performance require ~~careful~~ thorough planning, careful management, and ~~the constant monitoring of student during dance activities~~. Class enrollments and audience size ~~must remain within~~ should not exceed the designated capacity of any instructional or performance setting.

Studio Safety in the Dance Instruction Setting

Every effort should be made to provide an instructional site appropriate to dance instruction. Students should be instructed in proper studio rules, dress, and etiquette ~~that provide a safe educational environment~~. Instructors should stress safe technical practices for their students, including

- ~~emphasizing the importance of consistent, correct alignment of spine and limbs and, along with technical skills to that~~ minimize the risk of injury while enhancing technical accomplishment; and
- ~~selecting use of~~ appropriate movement material to provide technical challenges with a minimum of risk to the students' physical safety;
- use of sound warm-up, cool-down, stretching, and strengthening techniques to prepare the body for class, rehearsal, and performance, and care for it afterward; and
- use of appropriate dance footwear or bare feet.

Theatre Safety in the Dance Performance Setting

Dance production embraces a wide range of ~~activities necessary for a successful~~ activities when mounting a performance, including rehearsal, design and implementation of lighting, costumes, properties, sound, and scenery; ~~technical rehearsals with cast and crew; elements, performances with audiences;~~ and strike and clean-up ~~cleanup of production materials upon completion of performance run~~. Each of these activities requires ~~knowledgeable teachers who are prepared to~~ teaching and learning about the safe use of equipment and facilities. The standards listed below are among those that should be followed to avoid ~~damage or injury or damage~~:

2.—Rehearsals for cast and crew and performances with audiences

- Physical warm-ups and cool-downs are essential for dancers' safety.
- All unnecessary sets, furniture, and other objects and obstructions should be cleared from the rehearsal space.
- A telephone with a direct outside line should be available at all times, and emergency numbers should be posted nearby should be conveniently located displayed prominently in the theatre and studio settings space being used.
- Technical rehearsals and pPerformances and technical rehearsals should be staffed with by a dance teacher as well as a stage manager, production manager, and/or technical director.
- ~~A telephone with a direct outside line and emergency numbers posted nearby should be conveniently located in the theatre and studio settings.~~

1. ~~Design and implementation of T~~ Technical elements designed and implemented according to safety guidelines

- Stage curtains and drapes should have a flameproof rating and current certification.
- Stage lighting circuits, wiring, dimmers, and fixtures should be properly maintained and regularly inspected, especially for ground continuity.
- ~~There should be an accessible~~ A master switch for the electrical supply for to stage lighting equipment must be easily accessible.
- Amplified sound volumes ~~should~~ must not exceed safe levels.
- ~~DA~~ All damaged and worn-out equipment should must be immediately removed from service assessed for safety issues before being used.
- When dance productions require the construction of scenery, costumes, and/or properties, and/or scenery, these activities construction should be conducted under the same conditions and according to the same practices used in for career and technical education classrooms, including use of appropriate personal safety equipment, such as gloves, goggles, hearing protectors, and dust masks.
- ~~Stage floor surfaces should be~~ A smooth, resilient, not nslippery floor, and free of obstructions should be used (e.g., sprung wood floor, marley floor).

Performance

- ~~Exits must be clear and unobstructed at all times.~~
- Proper procedures for evacuation of the theatre should be discussed and rehearsed with cast and ushers.
- ~~During periods of occupancy, no exit door should be locked, chained, or obstructed from opening freely from inside the theatre.~~
- All exits must be unobstructed and usable at all times.
- ~~E~~ All exit and emergency lights must be in good operating condition.
- Fire extinguishers must be well-maintained and available at all times. Appropriate school personnel should be trained in their use.
- ~~Reasonable access to changing facilities and restrooms should be provided for performers.~~

3. ~~Strike and clean-up~~ cleanup

- Scheduling strike and clean-up cleanup immediately after the final performance, when ~~fatigue and carelessness can result in~~ due to fatigue may increase the risk of accidents and injuries, should be avoided.
- Strike and clean-up cleanup must be supervised by ~~an adult (usually the technical director)~~ a teacher with training in theatre safety.

Middle School Exploratory Dance Arts

The standards for Middle School Exploratory Dance Arts standards are designed to provide introduce students with an introduction to the study of dance. Students will experience dance as an art form that will help them develop critical-thinking skills, discipline, collaboration, creativity, and physical skills that facilitate the safe execution of dance movement. Students will enrich their views of ~~society~~, themselves, society, and other cultures through the study of dance history. This course prepares students for further dance study and nurtures a lifelong appreciation of dance as an expressive and accessible art form.

Performance, Creation, and Production

- DM.1 The student will demonstrate correct alignment of spine and limbs while performing axial movements, including bending, twisting, swinging, and stretching.
- DM.2 The student will demonstrate correct alignment of spine and limbs while performing basic locomotor sequences, including walking, running, hopping, jumping, leaping, galloping, skipping, and sliding.
- DM.3 The student will develop dance technique skills, including strength, flexibility, coordination, and balance, and movement vocabulary through replication and repetition.
- DM.4 The student will perform short movement sequences that employ specific space, shape, time, rhythm, energy, and effort requirements.
- DM.5 The student will identify performance practices that promote safe technique and will recognize incorrect performance of physical skills, which can result in injury.
- DM.6 The student will develop personal movement invention, using improvisational skills, that include imitation, mirroring, and shadowing.
- DM.7 The student will create and perform short choreographic studies that manipulate the elements of space, shape, time, rhythm, energy, and effort.
- DM.8 The student will collaboratively create and perform short choreographic studies that use simple compositional forms, including unison, theme and variation, and canon as a compositional form.
- DM.9 The student will differentiate between constructive and nonconstructive feedback in regard to performance and choreography, using descriptive language and accurate dance vocabulary.
- DM.910 The student will rehearse choreographed dances and execute those dances in performance.
- DM.4011 The student will
1. identify and use safety procedures in all dance settings; and
 2. ~~use proper exercise care with~~ use of theatre facilities, equipment, and costumes.
- DM.412 The student will collaboratively participate in various production-support activities ~~for dance performance~~ (e.g., publicity, running crew, costume ~~care~~ crew, strike and ~~clean-up~~ cleanup).

Cultural Context and Dance History and Cultural Context

~~DM.13~~ The student will research the role of social and folk dance forms in American history.

~~DM.12~~13 The student will identify similarities and differences in dance styles from various historical periods.

DM.14 The student will compare and contrast observable elements that characterize the dance arts of various cultures (e.g., line, shape, embellishment, use of color, speed) and create distinctions among them.

~~DM.14~~15 The student will identify reasons for dancing, including the use of dance as a form of expression, communication, ceremony, and entertainment.

~~DM.15~~16 The student will identify the roles of performers and audiences for various forms of dance.

~~DM.16~~17 The student will identify various dance professions.

DM.18 The student will describe the concept of copyright and relate it to dance.

DM.19 The student will identify appropriate performer and audience etiquette.

Judgment and Analysis, Evaluation, and Criticism

~~DM.17~~20 The student will describe in oral and written form personal work and the work of others in regard to technique, choreography and performance, using appropriate dance arts vocabulary and terminology.

~~DM.18~~21 The student will view live and recorded dance performances and describe the similarities and differences in composition and style, using oral and written responses of dance performances, including live and recorded performances.

DM.22 The student will identify the role of the dance critic.

Aesthetics

~~DM.19~~23 The student will define *aesthetics* and discuss explain how it is reflected in dance arts and in everyday life.

~~DM.20~~24 The student will discuss explain ways in which a dance can evoke sensory, emotional, and intellectual responses.

~~DM.21~~ The student will discuss ways in which aesthetic responses to works of dance differ from judgment and criticism.

Dance I

The Dance I standards for Dance I are designed to provide students with a survey of the dance arts. The course places emphasis is placed on physical and creative skill development ~~while providing, and~~ opportunities to experience and appreciate dance performance are provided. Historical and cultural studies will expand the students' understanding of dance as a vital contribution to society while helping them develop cognitive foundations from which to evaluate dance. ~~Students will be encouraged to identify areas of personal interest within the various fields embraced by the dance arts. Students become familiar with the various dance-related professions and the ways in which they function together to create dance productions.~~

Performance, Creation, and Production

- DI.1 The student will demonstrate correct alignment of spine and limbs while standing in a variety of dance shapes and while moving through space.
- DI.2 The student will develop dance technique skills ~~and movement vocabulary~~, including strength, flexibility, coordination, ~~endurance~~, balance, and ~~replication~~ endurance, in response to visual and vocal prompts.
- DI.3 The student will perform extended movement sequences that employ a variety of space, shape, time, rhythm, energy, and effort requirements.
- DI.4 The student will demonstrate ~~performance~~ fundamental training practices (e.g., warm-up, cool-down, safe stretching techniques, nutritional ~~awareness~~, hydration) and will identify the relationship between incorrect execution of physical skills and dance injuries.
- DI.5 ~~The student will develop personal movement invention skills and improvisation skills.~~
- DI.65 The student will develop movement invention and improvisation skills, including the use of movement to express emotional, ~~and/or~~ narrative content, and/or the relationship of dance to music.
- DI.76 The student will collaboratively create and perform short choreographic studies for solo, duets, or trios that
1. manipulate the elements of space, shape, time, rhythm, energy, and effort to communicate choreographic intent;
 2. ~~demonstrate the elements of composition, including unity, variety, intent, development, climax, and resolution;~~ and
 3. use a variety of compositional forms, including unison, ~~theme and variation~~, canon, and ABA, and rondo.
- DI.7 The student will identify constructive criticism practices used in the delivery of feedback regarding the effectiveness of compositional choices.
- DI.8 The student will demonstrate ~~in performance~~ a range of performance skills, including rhythmic and movement accuracy.

- DI.9 The student will
1. identify and use safety procedures in all dance settings; and
 2. ~~use proper exercise~~ care with use of theatre facilities, equipment, and costumes.
- DI.10 The student will collaboratively participate in various production-support-~~roles~~ activities (e.g., publicity, fund-raising, house management, costume crew, lighting crew, running crew, strike and ~~clean-up~~ cleanup) for dance performance.

Cultural Context and Dance History and Cultural Context

- DI.11 The student will identify periods and styles of dance and artists who contributed to the development of dance as a concert art form prior to 1900.
- DI.12 The student will identify distinguishing features of various dance forms belonging to past and present world cultures, styles, periods, and artists.
- DI.13 The student will ~~identify, research, and discuss~~ explain how dance reflects and records history and culture.
- DI.14 The student will identify various dance-related professions, including those of studio personnel, production personnel, and collaborating artists.
- DI.15 The student will identify systems and methods for recording and documenting dance (e.g., Labanotation, digital recording, written notes).
- DI.16 ~~16~~ The student will demonstrate skill in communicating information by researching ~~current and reporting on~~ dance institutions organizations and resources in the community and across the commonwealth.
- DI.17 The student will describe the concept of copyright and identify examples of artistic ownership.
- DI.18 The student will demonstrate appropriate behavior as an audience member and as a dancer in class, rehearsal, and performance.

Judgment and Analysis, Evaluation, and Criticism

- DI.19 ~~19~~ The student will describe, and interpret, ~~and evaluate~~ dance works for technical, choreographic, performance, and production elements, using ~~appropriate~~ dance arts vocabulary ~~and terminology~~.
- DI.20 ~~20~~ The student will view and compare dance ~~performance~~ to other art forms (~~e.g., visual arts, music, film, theatre, literature~~) and analyze similarities, differences, and the expression of common themes, ~~using oral and written responses~~.
- DI.18 ~~18~~ The student will discuss artistic choices in composition and performance, using appropriate dance arts vocabulary and terminology.
- DI.21 ~~21~~ The student will ~~identify the role of the~~ read and respond to a variety of dance critiques.

Aesthetics

- DI.20 — ~~The student will view dance performances and discuss the elements of choreography, performance, music, costuming, and lighting design within each dance work that evoke aesthetic responses.~~
- DI.2122 ~~The student will discuss how~~ identify and articulate personal experience, culture, and current events shape individual aesthetic preferences that form the basis for making personal aesthetic judgments about dance.
- DI.23 ~~The student will describe sensory, emotional, and intellectual responses evoked by choreography and production elements within live and recorded dance performances.~~
- DI.2224 ~~The student will identify aesthetic characteristics within various dance styles.~~
- DI.23 — ~~The student will identify how the aesthetics of a culture influence dance arts.~~

Dance II

The ~~Dance II~~ standards ~~for Dance II~~ are designed to help students integrate and build upon the concepts learned and skills acquired in Dance I. Students ~~will develop additional performance and production skills~~ while increasing their range of physical skills through disciplined study of dance technique. Dance improvisation and composition studies ~~will expand students' creativity and choreographic craftsmanship.~~ They will also develop additional performance and production skills. Students ~~will refine~~ develop communicative, interpretive, and evaluative skills by responding to and analyzing a variety of dance experiences. Through historical and cultural studies, students ~~will expand their appreciation of the dance arts as a richly expressive, vital contribution to society.~~ While developing awareness of the diversity that exists within the art form, students will identify a personal aesthetic and criteria for evaluating the dance arts. While differentiating between aesthetics and criticism, students begin to understand the role of personal experience in the development of artistic choices. Students have the opportunity to explore a career within the dance profession and develop an understanding of the education, preparation, and professional etiquette required of that career.

Performance, Creation, and Production

- DII.1 The student will ~~maintain correct~~ differentiate between correct and incorrect alignment of spine and limbs while performing complex movement sequences.
- DII.2 The student will develop dance technique skills ~~and movement vocabulary, including strength, flexibility, coordination, endurance, balance, replication, through~~ kinesthetic awareness, and self-evaluation.
- DII.3 The student will perform a variety of complex movement ~~sequences~~ phrases that employ a ~~wide range of space, shape, time, rhythm, energy, and effort requirements~~ movement elements and stylistic qualities.
- DII.4 The student will identify ~~implications for performance and injury prevention result from variations in the impact of~~ physical structure and individual choices regarding health and wellness choices on performance and injury prevention.
- DII.5 The student will participate in solo and group improvisations in response to a variety of environments and props.
- DII.6 The student will use improvisational skills to extend the length of set movement phrases.
- DII.67 The student will choreograph ~~small group dances~~ solos, duets, or trios that
1. ~~demonstrate manipulation and development of movement phrases~~ the elements of space, shape, time, rhythm, energy, and effort to communicate choreographic intent;
 2. ~~use a variety of compositional~~ demonstrate the elements of composition, including unity, variety, intent, development, climax, and resolution; and
 3. use a variety of compositional forms, including chance, rondo, and theme-and-variation.
- DII.8 The student will demonstrate the use of constructive criticism practices in the delivery of feedback to peers regarding the effectiveness of compositional choices.
- DII.79 The student will demonstrate a range of performance skills, including dynamics, musicality, movement execution, and the realization of choreographic intent, in performance.

- DII.810 The student will
1. identify and use safety procedures in all dance settings; and
 2. ~~use proper exercise~~ care with use of theatre facilities, equipment, and costumes.
- DII.911 The student will ~~participate in various~~ fulfill the responsibilities of a production-support roles (e.g., those of choreographer, costume designer, stage manager, house manager, public relations) ~~that involve leadership or design,~~ identifying the responsibilities for dance performance and behaviors that lead to effective execution of the role.

Cultural Context and Dance History and Cultural Context

- DII.4012 The student will identify periods and styles of dance and artists who contributed to the development of dance as a concert art form from 1900 ~~to the present~~ 1970.
- ~~DII.11 The student will identify, research, and discuss the effects of dance as an art form on individuals, groups, and cultures.~~
- DII.13 The student will investigate and report on issues of diversity in dance.
- DII.4214 The student will research a ~~variety of personally selected careers in the~~ within the dance profession, ~~including those of performers, choreographers, management and production personnel, collaborating artists, health professionals, and dance scholars~~ focusing on the required education and preparation.
- DII.4315 The student will examine ~~and discuss~~ the impact of technology contemporary media on the ~~art~~ creation and documentation of dance ~~through time.~~
- DII.4416 The student will demonstrate skills in communicating information by researching ~~current and reporting on dance institutions~~ organizations and resources in the ~~community, commonwealth, nation and across the~~ world.
- DII.17 The student will explain copyright law as it pertains to dance performance, including grand rights for use of music and artistic ownership of choreography.
- DII.18 The student will model proper behavior in all dance-related settings.

Judgment and Analysis, Evaluation, and Criticism

- DII.4519 The student will ~~describe, interpret, and evaluate in oral and written form,~~ explain criteria that affect dance quality ~~in a dance~~ and the realization of choreographic intent, including
1. development of movement phrases;
 2. elements of composition and compositional form;
 3. technical skill of the performers; and
 4. production elements; and
 5. ~~impact of the dance performance as a whole.~~
- DII.4620 The student will ~~discuss~~ identify and explain ways in which other art forms ~~(e.g., visual arts, music, film, theatre, literature)~~ and technology ~~can~~ contribute to dance performance.
- DII.4721 The student will ~~discuss, analyze, and evaluate~~ describe effective and ineffective artistic choices in composition and performance, using ~~appropriate~~ dance arts vocabulary and terminology.

DII.18~~22~~ The student will ~~identify the role of the dance critic and compare and contrast a variety of~~ write a dance critiques, referencing criteria that affect the quality of the performance and using dance arts vocabulary.

Aesthetics

DII.20 — The student will investigate how a dance can be viewed from a variety of aesthetic stances (~~e.g., classicism, postmodernism~~).

DII.21~~23~~ The student will ~~analyze and articulate his/her~~ describe how personal experience, culture, and current events shape personal aesthetic and the criteria upon which that aesthetic is based, using appropriate dance arts vocabulary and terminology preferences.

DII.19~~24~~ The student will ~~view live and recorded dance performances and discuss~~ explain aesthetic responses to live and recorded dance performances, using ~~appropriate~~ dance arts vocabulary and terminology.

DII.25 The student will explain ways in which aesthetic responses to works of dance differ from evaluation and critique.

Dance III

The standards for Dance III help students extend technical and performance skills, apply choreographic concepts, and understand dance as an art form through self-evaluation and reflective-thinking processes. Physical technique skills are expanded to include the study of partnering. Dance improvisation and composition explore small group forms and processes. Students develop leadership skills by assuming greater responsibility for defined roles in production preparations. Communicative, interpretive, and evaluative skills are refined as students analyze ways dance changes in response to cultural trends and contemporary media. While developing awareness of the diversity that exists within the art form, students identify a personal aesthetic and criteria for evaluating the dance arts.

Performance, Creation, and Production

- DIII.1 The student will maintain correct alignment of spine and limbs while performing complex movement sequences.
- DIII.2 The student will expand dance technique and movement vocabulary through study of partnering skills, including weight-sharing, counter-balance, and lifting principles.
- DIII.3 The student will construct and perform short movement sequences in a variety of dance styles (e.g., ballet, modern dance, jazz).
- DIII.4 The student will evaluate and identify personal strengths and weaknesses in relation to the demands of dance technique and performance.
- DIII.5 The student will formulate improvisational frameworks in collaboration with peers.
- DIII.6 The student will choreograph a small group dance that
1. demonstrates manipulation and development of movement phrases;
2. employs a variety of compositional elements; and
3. uses an identifiable compositional form.
- DIII.7 The student will incorporate constructive criticism when creating choreography.
- DIII.8 The student will self-evaluate personal dance performance and create goals for improvement.
- DIII.9 The student will
1. identify and use safety procedures in all dance settings; and
2. exercise care with use of theatre facilities, equipment, and costumes.
- DIII.10 The student will fulfill a production-support role (e.g., costume designer, stage manager, house manager, public relations manager) that involves leadership and/or design responsibilities.

Dance History and Cultural Context

- DIII.11 The student will identify periods and styles of dance and artists who contributed to the development of dance as a concert art form from 1970 to the present.
- DIII.12 The student will investigate and report on the use of dance as social commentary.

DIII.13 The student will research a career that serves the dance profession, such as musician, health professional, dance educator, or dance scholar, focusing on required education and preparation.

DIII.14 The student will create and use a system for documenting personal choreography of short movement sequences.

DIII.15 The student will explain the process for securing permission to use copyrighted music for dance.

DIII.16 The student will participate in audition experiences, demonstrating appropriate audition etiquette and preparation.

Analysis, Evaluation, and Critique

DIII.17 The student will compare the criteria that affect quality in two contrasting dance styles.

DIII.18 The student will identify how personal experience can affect the interpretation and evaluation of dance.

DIII.19 The student will analyze and evaluate artistic choices in composition and performance, using dance arts vocabulary.

Aesthetics

DIII.20 The student will analyze and articulate a personal dance aesthetic and the criteria upon which that aesthetic is based, using dance arts vocabulary.

DIII.21 The student will identify how the aesthetics of a culture influence the dance arts of that culture.

Dance IV

The standards for Dance IV help students develop independent thinking, personal responsibility, and leadership while continuing to refine dance skills in performance and choreography. Students synthesize technique and composition skills in the creation of movement sequences for the classroom. Advanced level composition and production skills are applied in the development and documentation of a fully produced work for the dance concert stage. Communicative, analytical, and evaluative skills are employed as students examine and respond to contemporary issues in the dance field, articulate personal aesthetics, and defend their artistic choices and perspectives. Students develop personal portfolios to represent their creative work and career preparation.

Performance, Creation, and Production

- DIV.1 The student will use correct alignment and execution prompts while leading movement sequences.
- DIV.2 The student will refine personal movement skills and kinesthetic awareness through exploration of a variety of dance styles (e.g., ballet, modern dance, jazz).
- DIV.3 The student will construct and lead movement sequences in a variety of dance styles.
- DIV.4 The student will design a personal plan to optimize physical capacity to participate in dance activities throughout life.
- DIV.5 The student will create and perform an improvisational work based on a personally selected narrative.
- DIV.6 The student will choreograph a solo or small group dance that
1. demonstrates manipulation and development of movement phrases;
2. employs a variety of compositional elements; and
3. uses an identifiable compositional form.
- DIV.7 The student will refine personal choreography for performance in response to constructive criticism and defend artistic choices.
- DIV.8 The student will self-evaluate personal dance performance and implement strategies for improvement.
- DIV.9 The student will
1. identify and use safety procedures in all dance settings; and
2. exercise care with use of theatre facilities, equipment, and costumes.
- DIV.10 The student will communicate design concepts, scheduling, and technical details with the production team in order to produce a personally choreographed work for performance.

Dance History and Cultural Context

- DIV.11 The student will select and research a current dance artist, identifying training and professional background, stylistic hallmarks, and key works of repertoire.

DIV.12 The student will investigate and report on the impact of dance performances as seen in contemporary media (e.g., film, television, social media).

DIV.13 The student will create a plan that outlines specific goals for education and professional development in pursuit of a chosen dance-related career.

DIV.14 The student will create a professional résumé to be included in a personal portfolio.

DIV.15 The student will employ a system of documentation to record and preserve a personally choreographed work.

DIV.16 The student will explain the ethical considerations involved in using copyrighted materials for dance.

Analysis, Evaluation, and Critique

DIV.17 The student will develop and articulate personal criteria for evaluating dance performances.

DIV.18 The student will assess the effectiveness of a dance performance and suggest alternative artistic choices, describing the impact of such changes on the work.

DIV.19 The student will write a critique of a personally choreographed work for inclusion in a personal portfolio.

Aesthetics

DIV.20 The student will write an aesthetic statement to be included in a personal portfolio, citing sources that have contributed to and/or inspired personal perspectives.

DIV.21 The student will investigate and describe how a dance can be viewed from a variety of aesthetic stances (e.g., romanticism, classicism, postmodernism).

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Introduction

The Theatre Arts Standards of Learning identify the essential content and skills required in the theatre arts curriculum for the middle school and ~~core~~ high school courses in Virginia's public schools. The standards outline the minimum criteria for a sequential course of study within a comprehensive theatre arts education program. The standards are designed to be cumulative ~~and~~, progressing in complexity by course from the middle school through the ~~secondary~~ four levels of high school.

Throughout theatre arts education, course content is organized into four specific content strands or topics: ~~Performance and Production;~~ ~~Cultural Context and Theatre History and Cultural Context;~~ ~~Judgment and Analysis, Evaluation, and Criticism;~~ and Aesthetics. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout theatre arts instruction, regardless of the particular learning experience. ~~It is through the acquisition of the mastery of theatre arts concepts, content, and acquisition of theatre arts skills that,~~ the goals for theatre arts education ~~can be~~ are realized. A comprehensive theatre arts program provides students with the ability to understand their own responses and the responses of others to the many forms of theatrical experience. Through participation in the theatre arts, students develop critical-thinking skills and draw upon core academic areas to solve problems of creation, design, and execution. They develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifetime of engagement with the arts.

The standards are ~~not~~ intended neither to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond these standards and select instructional strategies and assessment methods appropriate for their students. Teachers ~~will~~ are expected to consistently model appropriate use of copyrighted and royalty-protected materials.

Goals

The content of the Theatre Arts Standards of Learning is intended to support the following goals for students:

- Acquire the technical and artistic knowledge and skills necessary for expressive dramatic performance.
- Think and act creatively by ~~solving problems individually or collaboratively and by~~ employing originality, flexibility, and imagination when solving problems individually and collaboratively.
- ~~Develop the acting skills necessary for creative dramatic performance.~~
- Demonstrate knowledge of the elements of theatre production and management.
- Demonstrate understanding of theatre ~~arts in relation to~~ within the contexts of history and culture, and other art forms and the role of theatre as a vehicle for human expression.
- ~~Develop observation and critical-thinking skills to~~ for the evaluation ~~their own work and the work of others of theatre performances, including their impact on society.~~
- Demonstrate ~~awareness~~ knowledge of and responsibility for the safe and ethical use of facilities, materials, methods, and technologies.
- Make connections between theatre arts and other fields of knowledge, including awareness of the impact of contemporary media on theatre creativity and performance.
- ~~Demonstrate ability to~~ Articulate personal aesthetic preferences and apply aesthetic criteria for ~~to the~~ making of artistic choices.
- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.
- Nurture a lifelong appreciation for theatre as an integral component of an educated, cultured society.

Strands

Performance and Production

~~Students will apply concepts and skills that are inherent to theatrical performances. Students will evaluate problems and develop innovative solutions to all aspects of theatrical production. They will recognize problems related to all aspects of theatrical presentation. They will design and implement solutions that are creative presentations consistent with form and expressive intent, while applying concepts and skills that are inherent to theatrical design, production, and performance.~~ Through study and practical experience, students will develop the physical, emotional, conceptual, ~~and~~ intellectual, intuitive, and practical skills associated with the crafts essential to theatre.

~~Cultural Context and Theatre History~~ Cultural Context

~~Students will demonstrate their knowledge of the ways in which cultures and theatre and cultures have related influenced each other throughout history and are interacting today. They will demonstrate an understanding of the ways that other disciplines and their related investigate how contemporary media and technologies influence theatre and are correspondingly influenced by theatre impact the creation and production of live and recorded theatrical performances. It is essential that students demonstrate the ability to approach the manifold creative tasks associated with theatre in order to attain group objectives. Students will focus on understanding the human experience expressed in performances of theatrical works.~~

~~Judgment and Analysis, Evaluation, and Criticism~~ Judgment and Criticism

~~Criticism in the theatre arts is based upon~~ Students will develop a thorough understanding of the art and craft of theatre. Students ~~are expected to thoughtfully will~~ examine, ~~make judgments, and derive meaning from the interpret,~~ and assess the content and manner in which theatre arts express meaning. ~~Students~~ They will apply processes that involve observing, listening, reflecting, analyzing, ~~interpreting, and making judgments~~ and justifying their roles as creators, performers, technicians, and audience members. These skills are required for creating, ~~and producing, as well as for judging and evaluating a finished product~~ theatrical works.

Aesthetics

The ability to make qualitative judgments in theatre arts depends upon ~~a student's the~~ ability to perceive, reflect upon, and to experience an emotional response, ~~and to relate that response to the actual qualities of the theatrical experience that generated it~~ theatre as an art form. Participation in a range of artistic experiences will enables students to develop an understanding of different cultural philosophies and factors that may alter ~~responses~~ perceptions. Such understandings are critical to the development of a personal philosophy of theatre ~~arts and aesthetic sensitivity~~ that focuses on ~~the nature, meaning, and value of the arts~~ how artistic expression reflects life.

Safety

Safety must be given the highest priority in implementing the theatre arts instructional program. In implementing the Theatre Arts Standards of Learning, sStudents must know how to follow safety guidelines; practice theatre etiquette; demonstrate appropriate safety techniques; and use and care for equipment, stage properties, costumes, and facilities safely; and practice theatre etiquette both on and off stage while working individually and in groups.

~~Safety must be given the highest priority in implementing the theatre arts instructional program. For every instructional activity, cCorrect, and safe techniques, as well as wise selection of appropriate resources, materials, and theatreical experiences appropriate to the students' age levels, must be carefully considered with in regard to the safety precautions needed for every instructional activity. Safe theatre facilities, both classroom based and auditorium based, for instruction and performance require thorough planning, careful management, and constant monitoring of student during theatre activities. Class enrollments and audience size should not exceed the designated capacity of the room any instructional or performance setting.~~

~~The tTheatre arts production embraces a wide range of necessary activities that are necessary to when mounting a performance, including rehearsal of cast, design and implementation of scenery, lighting, costumes, properties, and sound technical elements, performances with audiences, and strike and clean-up cleanup of production materials upon completion of performance run. Each of these activities requires knowledgeable teachers who are prepared to teaching and learning the safe use of tools equipment and facilities. The standards listed below are among those that should be followed to avoid potential safety problems injury or damage:~~

~~1.—Rehearsal~~

- ~~• Physical and vocal warm-ups are essential for students' safety.~~
- ~~• Stage combat should be choreographed to eliminate unnecessary risk.~~
- ~~• Dance rehearsals should be conducted on a smooth and resilient but not nonslippery floor (e.g., sprung wood floors, marley floor).~~
- ~~• Platforms and stair units should must be secured from accidental movement and have sufficient railings.~~
- ~~• Since rehearsals are often scheduled after regular school hours, aA telephone with a direct outside line should be available at all times, and emergency numbers posted nearby should be conveniently located in the theatre should be displayed prominently in the space being used.~~
- ~~• Performance and technical rehearsals should be staffed by a theatre teacher as well as a stage manager, production manager, and/or technical director.~~

~~2.—Design and implementation of technical elements~~

- ~~• The cConstruction and finishing of theatre scenery, costumes, and properties should be conducted under the same conditions and according to the same practices used in for career and technical education classrooms, including use of appropriate personal safety equipment, such as gloves, goggles, hearing protectors, and dust masks.~~
- ~~• Stage curtains and drapes should have a flameproof rating and current certification.~~
- ~~• Stage lighting circuits, wiring, dimmers, and fixtures should must be properly maintained and regularly inspected, especially for ground continuity.~~
- ~~• There should be an accessibleA master switch for the electrical supply for to stage lighting equipment must be easily accessible.~~
- ~~• Amplified sound volumes must not exceed safe levels so that hearing damage is avoided.~~
- ~~• All damaged and worn-out equipment should must be immediately removed from service assessed for safety issues before being used.~~

~~3.—Performance~~

- ~~• Proper procedures for evacuation of the theatre should be discussed and rehearsed with cast and ushers.~~
- ~~• All Exits must be clear and unobstructed and usable at all times.~~
- ~~• All exit and emergency lights must be in good operating condition.~~
- ~~• Fire extinguishers must be well-maintained and available at all times. Appropriate school personnel should be trained in their use.~~

4. ~~Strike and clean up~~ cleanup

- Scheduling ~~strike and clean up~~ cleanup immediately after the final performance, when ~~fatigue and carelessness can result in~~ due to fatigue may increase the risk of accidents and injuries, should be avoided.
- ~~Strike and clean up~~ cleanup must be supervised by ~~an adult (usually the technical director)~~ a theatre teacher with training in theatre safety.

Middle School Exploratory Dramatics

The middle school Exploratory Dramatics standards are designed to provide students with an introduction to the study of theatre history, dramatic literature, and theatrical production. Through research, planning, scripting, production, and performance experiences, students will acquire skills in communicating ideas, critical thinking, and collaborative problem solving. This course prepares students for further theatrical study and nurtures an appreciation for the many forms of theatre.

Performance and Production

- M.1 — The student will communicate ideas, using individual performances, group productions, or group projects to demonstrate teamwork, cooperation, and dependability.
- M.2 — The student will create and build trust and develop listening skills through participation in theatre games and improvisations (e.g., solo and group characterizations, portrayals of characters in conflict, experiments in rhythm and imagery).
- M.3 — The student will demonstrate acting skills by
1. vocal production— projection and articulation;
 2. movement and gestures; and
 3. memorization.
- M.4 — The student will work collaboratively and safely to select, create, and utilize the technical elements of lighting, scenery, costuming, makeup, properties, and sound.

Cultural Context and Theatre History

- M.5 — The student will investigate a variety of societal roles, occupations, and relationships, using dramatic activities.
- M.6 — The student will demonstrate how theatre is similar to and different from other literary genres, using storytelling, scene presentation, improvisation, or pantomime.
- M.7 — The student will demonstrate an awareness of a variety of historical and cultural concepts, using dramatic activities.
- M.8 — The student will identify drama as a major form of literature and identify elements of plot, character, setting, mood, and theme.
- M.9 — The student will identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.

Judgment and Criticism

- M.10 — The student will give constructive and objective criticism of class performances, using appropriate theatre arts vocabulary.
- M.11 — The student will demonstrate the ability to accept and incorporate constructive criticism in subsequent work.
- M.12 — The student will read and analyze scripts and respond in oral, written, or visual form.

~~M.13 — The student will view, analyze, and interpret live theatre in regard to directing, design, acting, and artistic presentation, using oral or written responses.~~

Aesthetics

~~M.14 — The student will recognize and respond to the unique qualities of theatre, including~~

- ~~1. — interaction of the audience and actors;~~
- ~~2. — immediacy of live performance;~~
- ~~3. — representation of life; and~~
- ~~4. — incorporation of the other arts.~~

~~M.15 — The student will define *aesthetics* and discuss how it is reflected in theatre arts and everyday life.~~

Grade Six Theatre Arts

The standards for Grade Six Theatre Arts introduce students to the fundamental concepts of theatre and foster theatre literacy. Through experiences involving research, planning, scripting, production, and performance, students acquire skills in communicating ideas, thinking critically, and solving problems collaboratively. This course prepares students for further theatrical study and nurtures an appreciation for the many forms of theatre.

Performance and Production

- 6.1 The student will build trust, cooperation, confidence, concentration, and listening skills through theatre exercises and team-building activities.
- 6.2 The student will describe the use of concentration, discipline, and imagination necessary for theatrical performance.
- 6.3 The student will use a problem-solving process to create solo and collaborative presentations, using body, voice, and imagination.
- 6.4 The student will improvise responses to creative prompts.
- 6.5 The student will practice theatre etiquette and identify the role of the audience as integral to the performance experience.
- 6.6 The student will explain how meaning is expressed both physically (through movement, gesture, and other forms of physical expression) and verbally.
- 6.7 The student will demonstrate theatre as dramatized storytelling by creating and presenting short scenes that include characters, setting, conflict, and a progressive chain of events.
- 6.8 The student will portray invented characters.
- 6.9 The student will describe physical performance spaces and stage positions.
- 6.10 The student will identify different types of performance spaces and productions.
- 6.11 The student will select and use available technical elements to enhance presentations.
- 6.12 The student will use contemporary technology to research an aspect of theatre arts.
- 6.13 The student will identify the functions of a theatre director.
- 6.14 The student will describe aspects of theatre design (e.g., lighting, sound, costumes, scenery).

Theatre History and Cultural Context

- 6.15 The student will explain the influences of history and culture on the development of theatre.
- 6.16 The student will classify drama as a form of literature.
- 6.17 The student will define *comedy* and *tragedy* and differentiate between them.

6.18 The student will identify theatrical resources in the community.

6.19 The student will identify various careers in the theatre arts.

Analysis, Evaluation, and Critique

6.20 The student will define *critique* and develop criteria for critiquing performances.

6.21 The student will critique a short scene and/or evaluate a script, working collaboratively.

6.22 The student will make connections between personal experience and dramatizations.

Aesthetics

6.23 The student will describe how theatre is a representation of life.

6.24 The student will describe how theatre incorporates other art forms.

6.25 The student will develop aesthetic criteria to formulate personal responses to theatrical productions.

Grade Seven Theatre Arts

The standards for Grade Seven Theatre Arts strengthen and expand upon the concepts and skills introduced in grade six. Students continue to develop creative, intuitive skills while increasing their understanding of theatre performance. They focus on more complex experiences and expand their understanding of the cultural aspects of theatre. Students continue to refine the collaborative creative process while developing their communication and critical-thinking skills. This course prepares students for further theatrical study and nurtures an appreciation for the many forms of theatre.

Performance and Production

- 7.1 The student will explain why concentration, discipline, and imagination are necessary for theatrical performance.
- 7.2 The student will communicate ideas in the context of individual and group performances, demonstrating teamwork, cooperation, and dependability.
- 7.3 The student will brainstorm, solve problems, and collaborate to create presentations.
- 7.4 The student will improvise scenes from given situations.
- 7.5 The student will demonstrate the creative process by devising, refining, and presenting dramatizations.
- 7.6 The student will practice theatre etiquette and analyze the role of the audience as integral to the performance experience.
- 7.7 The student will explain the use of posture, gesture, movement, action, and stage position to communicate meaning.
- 7.8 The student will apply vocal articulation, projection, and inflection during performance.
- 7.9 The student will work collaboratively to research, analyze, rehearse, and present a scripted character in a memorized scene and/or monologue.
- 7.10 The student will identify the functions and responsibilities of the creative team and production staff.
- 7.11 The student will use technical theatre vocabulary.
- 7.12 The student will identify the three major types of stages: proscenium, thrust, and arena.

Cultural Context and Theatre History

- 7.13 The student will explain how theatre and contemporary media reflect diverse cultures.
- 7.14 The student will describe theatre styles from two different time periods.
- 7.15 The student will identify resources for scripts and materials.
- 7.16 The student will identify various careers in the fields of theatre arts and contemporary media.

Analysis, Evaluation, and Critique

7.17 The student will identify the elements of plot, character, setting, conflict, mood, and dialogue.

7.18 The student will compare and contrast theatre with other literary genres and forms of performance.

7.19 The student will identify symbolism and theme in theatre presentations.

7.20 The student will critique a live or recorded dramatic performance, using designated criteria and theatre arts vocabulary.

Aesthetics

7.21 The student will explain how other fine arts and fields of knowledge are applied in theatre arts.

7.22 The student will explain that theatre is an art form that elicits an immediate response.

7.23 The student will use aesthetic criteria to justify personal responses to theatrical productions.

Grade Eight Theatre Arts

The standards for Grade Eight Theatre Arts extend the techniques and skills acquired in grades six and seven. Students build ensemble skills, focus on the psychological and emotional dimensions of characters in action, and collaborate on more complex projects. Students perform scripted works, explore theatrical design concepts, and write critiques. They refine their analytical, collaborative, problem-solving, and critical-thinking skills that are necessary to make artistic decisions and present unified productions. This course prepares students for theatre arts studies at the high school level.

Performance and Production

- 8.1 The student will demonstrate the mental and physical discipline necessary for creating and maintaining an imagined reality during performance.
- 8.2 The student will communicate themes and concepts through individual and group performances, demonstrating teamwork, cooperation, commitment, and dependability.
- 8.3 The student will refine creative problem-solving, ensemble-building, and improvisational skills while using the creative process.
- 8.4 The student will work collaboratively to achieve unified productions, demonstrating respect for self and others as well as for the theatrical form.
- 8.5 The student will demonstrate appropriate backstage and performance protocols and audience etiquette.
- 8.6 The student will use character analysis techniques to research, develop, and present a scripted character.
- 8.7 The student will refine vocal articulation and projection and use vocal choices (e.g., volume, pitch, inflection) while defining and presenting a character.
- 8.8 The student will use movement, gesture, and other forms of physical expression as a means of communicating the physical, psychological, and emotional dimensions of a character.
- 8.9 The student will analyze the playwright's use of character, setting, and theme in a script to convey meaning.
- 8.10 The student will create, memorize, and present a scripted scene containing two or more characters.
- 8.11 The student will make informed choices to communicate ideas during the rehearsal process.
- 8.12 The student will design and use two technical elements (e.g., lighting, scenery, costumes, properties, sound) to illustrate environment, character, mood, and/or theatrical style.
- 8.13 The student will fulfill the duties and responsibilities of a production staff member.

Theatre History and Cultural Context

- 8.14 The student will investigate and identify how theatre and contemporary media reflect diverse cultures.
- 8.15 The student will demonstrate knowledge of ethical and cultural issues related to theatre arts.
- 8.16 The student will identify the social, cultural, and historical influences of theatre arts.
- 8.17 The student will cite examples of theatre occurring in unique environments and physical spaces.
- 8.18 The student will identify theatre resources in the community, including professional, community, and educational theatres.
- 8.19 The student will examine a selected career in theatre, television, film, or contemporary media.

Analysis, Evaluation, and Critique

- 8.20 The student will analyze a script, focusing on literary elements that further the development of plot, character, setting, mood, dialogue, and conflict.
- 8.21 The student will analyze symbolism, implied meaning, and theme in theatrical presentations.
- 8.22 The student will write a critique of a live or recorded dramatic performance, using designated criteria and theatre arts vocabulary.
- 8.23 The student will demonstrate the ability to accept and utilize constructive criticism.

Aesthetics

- 8.24 The student will define *aesthetics* and describe how it relates to theatre as a reflection of life.
- 8.25 The student will explain personal responses to theatrical productions based on experience and aesthetic criteria.

Theatre Arts I: Introduction to Theatre

The Theatre Arts I standards for Theatre Arts I are designed to provide enable students with a to survey of theatre arts, allowing students opportunities to experience and appreciate dramatic literature theatrical works and performances, and participate in the creative processes of performance and productioning and performing theatre. The course emphasizes foundational concepts, ensemble work, and skill development and provides theatrical opportunities that enable for students to determine areas of personal interest.

Performance and Production

- TI.1 The student will ~~recognize that~~ explore theatre ~~is as~~ an ensemble art ~~while developing communication strategies and problem-solving capabilities through group interaction and artistic collaboration to by~~
1. developing ~~communicateion and defend artistic choices~~ strategies;
 2. ~~offer~~ proposing and selecting alternatives to solve problems ~~and~~ while building consensus; and
 3. ~~participate in group collaborationsng to implement personal artistic choices; and~~
 4. respecting the ideas and viewpoints of others.
- TI.2 The student will create and strengthen trust and expand listening skills through participation in theatre games and improvisations (e.g., solo and ~~group characterizations~~ dramatizations, portrayals of characters in conflict, experiments in rhythm and imagery, pantomimes, playwriting experiments).
- TI.3 The student will demonstrate the skills necessary to perform theatrical works by
1. creating and maintaining an imagined reality;
 2. using the body and voice as expressive tools; and
 3. employing diction and projection so words can be heard and understood by an audience.
- TI.34 The student will apply the creative process to the skills of in storytelling, ~~acting, and playwriting, and acting by~~
1. ~~using an acting vocabulary that includes terminology for blocking and character development;~~
 41. creating and writing a monologue and/or scene; and
 32. analyzing and describing the physical, emotional, and social dimensions of characters;
 23. employing voice, body, and imagination in character development role playing;
 54. ~~memorizing and presenting a memorized monologue and/or scene from a published work;~~ and
 5. investigating and applying audition techniques.
- TI.5 The student will demonstrate theatrical direction, including blocking and staging a scene.

- TI.46 The student will ~~understand and~~ apply principles of technical theatre by
- ~~1. defining types of stages and the terms used to delineate stage areas;~~
 - ~~2. demonstrating knowledge of the technical~~ differentiating among the components of technical theatre—set, properties, lighting, sound, costuming, and makeup;
 - ~~3. identifying the responsibilities of technical personnel, including designers, builders, and operators~~ technicians;
 - ~~4. demonstrating theatre safety practices; and~~
 - ~~5. practicing ethical use of available technology and other resources (e.g., music, visuals, media materials).~~
- TI.57 The student will ~~explore and discuss~~ examine and explain the principles of theatre management, ~~administration, and the production process by~~
- ~~1. identifying the functions of business management, including funding, publicity, and house management;~~
 - ~~2. identifying the duties of the director and stage manager in the production process;~~
 - ~~3. explaining the role of the playwright; and~~
 - ~~4. practicing ethical use of literary material.~~

Cultural Context and Theatre History and Cultural Context

- TI.6 ~~The student will demonstrate how theatre is similar to and different from other literary genres and art forms.~~
- TI.8 ~~The student will identify how theatre, television, film, and/or contemporary media reflect the culture in which they are created.~~
- TI.79 The student will make connections between theatre and other ~~curricular areas~~ fields of knowledge.
- TI.810 The student will ~~reflect on life in~~ explore theatre in various historical times, ~~places, and various~~ cultures by
- ~~1. researching and applying cultural and historical and cultural information to artistic choices about theatre in other times and places;~~
 - ~~2. examining non-Western traditions in drama; and~~
 - ~~3. demonstrating knowledge of~~ identifying theatrical institutions and opportunities available ~~activity~~ in the community and the commonwealth.

Judgment and Analysis, Evaluation, and Criticism

- TI.911 The student will ~~give and integrate~~ receive, and utilize constructive criticism by
- ~~1. developing and using appropriate theatre arts vocabulary;~~
 - ~~2. discussing~~ making observations about theatrical performances, projects, and plans, using theatre arts vocabulary; and
 - ~~3. applying the concepts of evaluation~~ ve to oral and written criteria to these observations, including intent, structure, effectiveness, and value.
- TI.1012 The student will ~~read, analyze, and respond to~~ selected works of dramatic literature ~~to by~~
- ~~1. identifying the elements of dramatic literature, including conflict, plot, theme, character, conflict, setting, plot, theme, and dialogue; and~~
 - ~~2. examining the purpose and meaning of each element; and~~
 - ~~3. developing and applying evaluative criteria to describe and evaluate dramatic literature.~~

~~TI.4113~~ The student will ~~view and~~ analyze live performances ~~and make informed responses by~~
1. identifying the elements of production—acting, directing, and design, and acting; and
2. describing, analyzing, and evaluating artistic choices ~~in dramatic presentations; and~~
3. ~~exhibiting considerate audience behavior at theatrical performances.~~

~~TI.14~~ The student will use self-evaluation as a tool for growth as a theatre artist.

Aesthetics

~~TI.15~~ The student will define *theatre* and support that definition, using theatre arts vocabulary.

~~TI.4216~~ The student will describe how theatrical ~~activity~~ presentations can entertain, ~~instruct~~ inform, and interpret the human experience.

~~TI.4317~~ The student will describe ~~the elements of a personal response to a theatrical experience that~~ evoke a personal aesthetic response and will describe the response, using appropriate theatre arts vocabulary.

~~TI.14~~ The student will define *aesthetics* and discuss how it is reflected in theatre arts.

~~TI.15~~ The student will discuss and analyze the purposes, values, and meanings of theatrical works.

~~TI.4618~~ The student will ~~discuss~~ explain how personal experience, culture, and current events shape individual personal aesthetic experience opinions and criteria.

Theatre Arts II: Dramatic Literature and Theatre History

The Theatre Arts II standards for Theatre Arts II are designed to help students ~~integrate~~ make use of and build upon the concepts learned and skills acquired in Theatre Arts I. Through various modes of expression and performance, students ~~will~~ investigate dramatic literature, theatrical styles, and historical periods. ~~Students will~~ They study and respond to a variety of theatrical experiences that ~~will~~ refine their communicative, collaborative, analytical, interpretive, and problem-solving skills. Students ~~will~~ expand their artistic abilities and appreciation of ~~the theatrical~~ arts.

Performance and Production

- TII.21 The student will ~~collaborate with others to~~ create theatre projects and productions through collaboration by
1. assuming shared responsibility for group work;
 2. practicing courtesy and respecting the ideas and points of view of others; and
 3. engaging all members of the group.
- TII.42 The student will create and strengthen trust through participation in theatre games and improvisations that
1. demonstrate characterization and justify motivations;
 2. develop a narrative that expresses dramatic conflict;
 3. ~~develop~~ incorporate dialogue and listening skills to express character relationships; ~~and~~
 4. ~~incorporate~~ integrate personal experience into ~~improvisation and play writing~~ the exercises; and
 5. refine concentration, observation, imagination, and sensory memory.
- TII.43 The student will exhibit rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established ~~classroom~~ standards.
- TII.34 The student will demonstrate acting skills and techniques, ~~including vocal control, stage movement, script analysis, and rehearsal techniques representing selected styles, in solo and group performances by~~
1. using ~~gestures,~~ movement, staging (blocking), pacing, and stage business;
 2. refining vocal projection and diction;
 23. ~~making~~ choosing vocal and physical ~~choices~~ expressions that ~~represent~~ enhance characterization, conflict, and production style;
 54. ~~continuing to refine~~ research skills and audition techniques for characterization and script/text interpretation;
 85. incorporating psychological, historical, and social dynamics derived from information suggested by the script;
 46. incorporating suggestions from the director; and
 6. ~~using preparation and awareness activities to improve concentration, observation, imagination, and sensory memory;~~
 7. ~~researching and presenting solo and group performances; and~~
 37. performing a fully rehearsed and memorized role.

- TII.5 The student will apply principles of directing by
1. selecting scenes and participating in script analysis, casting, ~~rehearsal, and staging, and~~ rehearsing;
 - ~~2. utilizing principles of blocking;~~
 - ~~3.~~ 2. communicating directorial choices, including pacing, mood, concept, and style; and
 - ~~4.~~ 3. employing ethical ~~choices~~ standards in script selection, ~~editing~~ revision/adaptation, and presentation; and
 - ~~5. evaluating choices made in the directorial process.~~
- TII.6 The student will ~~explore and~~ demonstrate skills and principles of technical theatre by
1. applying ~~basic~~ safety procedures;
 2. ~~applying the components, functions, and operations~~ utilizing the elements of technical theatre ~~elements, including, such as~~ lighting, scenery, costumes, makeup, properties, and sound;
 3. making a ~~model of a~~ three-dimensional model ~~form~~ from design drawings;
 4. offering solutions to technical theatre problems;
 5. interpreting, preparing, and presenting elements of technical theatre to enhance a scene; and
 6. evaluating technical choices made in formal and informal presentations.
- TII.407 The student will ~~trace~~ examine the development of technical theatre by
1. explaining the effects of technological advancements on theatre production; and
 2. analyzing a variety of dramatic texts to determine their production requirements ~~by~~ referencing historical and cultural contexts.
- ~~TII.8 The student will demonstrate skill in communicating concepts and information through the study of theatre arts by~~
- ~~1. generating a variety of theatre experiences, using various resources, media materials, and available technology; and~~
 - ~~2. researching current theatrical institutions and opportunities available in the community, commonwealth, and world.~~
- TII.78 The student will ~~explore~~ demonstrate principles of theatre management/administration and the production process by
1. applying ~~the~~ theatre-management components, functions, and relationships ~~of theatre management, including in such areas as~~ box office, publicity/marketing, house management, stage management, and tickets, ~~and concessions; and~~
 2. developing a schedule and organizational plan for a selected areas of theatre operation; and
 - ~~3. applying the concepts of stage management.~~
- TII.9 The student will participate in a variety of theatrical experiences by
1. attending live theatre performances (amateur and/or professional); and
 2. fulfilling various roles and responsibilities in class presentations and performances.

Cultural Context and Theatre History and Cultural Context

- TII.10 The student will compare and contrast the purposes of theatre in selected historical periods.

- ~~TII.11~~ The student will describe how theatre is similar to and different from other art forms, other fields of knowledge, and literary genres by
- ~~1. identifying characteristics and comparing the presentation of characters, environments, and actions in theatre and other art forms;~~
 - ~~2. comparing the interpretive and expressive natures of various art forms in specific cultural or historical periods; and~~
 - ~~3. making connections between theatre and other fields of knowledge.~~
- ~~TII.911~~ The student will identify major theatrical stylistics movements and connections to historical periods, including classical, Renaissance, ~~Elizabethan~~, modern, and contemporary, and non-Western, by including
- ~~1. describing and comparing~~identifying universal characters, situations, themes, and ideas in theatre;
 - ~~2. identifying, researching, and analyzing the use of~~ symbolism and cultural and historical clues in dramatic texts; and
 - ~~3. researching and describing historical production designs, techniques, and performances from various cultures~~ practices.
- ~~TII.12~~ The student will research current theatrical productions in the commonwealth and the nation.
- ~~TII.13~~ The student will explain the impact of theatre, television, film, and/or contemporary media on the culture in which they exist.
- ~~TII.14~~ The student will examine how advancements in technology impact theatre, television, film, and contemporary media.

Judgment and Analysis, Evaluation, and Criticism

- ~~TII.4215~~ The student will give ~~and~~, receive, and utilize constructive criticism by
- ~~1. discussing and critiquing theatrical performances, projects, plans, or and~~ ideas objectively;
 - ~~2. evaluating personal the artistic choices and the artistic choices of others made~~ in informal and formal productions;
 - ~~3. analyzing and evaluating reviews and critiques of dramatic works; and~~
 - ~~4. attending and critiquing theatrical productions performances~~ outside of the school environment.
- ~~TII.4316~~ The student will read, analyze, and respond to selected works of dramatic literature by
- ~~1. using an expanded theatre arts vocabulary and terminology;~~
 - ~~1. summarizing the playwright's intentions and message;~~
 - ~~2. identifying the elements in dramatic literature, including of genre, style, structure, style, form, mood, language, spectacle, and symbolism, genre, and setting;~~
 - ~~3. demonstrating responses visually, orally, aurally, kinesthetically, or in writing, using theatre arts vocabulary; and~~
 - ~~4. applying relating~~ dramatic themes to personal experience or current events.

- TII.4417 The student will analyze how theatre is similar to and different from other literary genres and other art forms by
1. comparing theatre to film, video, novels, short stories, poetry, dance arts, music, and the visual arts;
 2. ~~viewing various art forms and~~ comparing how common themes are expressed in the other literary genres and art forms; and
 3. comparing the interpretive and emotional nature of other literary genres and art forms in specific cultures and/or periods; and
 34. ~~discussing~~describing ways in which dance-arts, music, and the visual arts enhance theatrical presentations.

TII.18 The student will apply self-evaluation as a tool for growth as a theatre artist.

Aesthetics

TII.19 The student will define *aesthetics* in the context of theatre arts.

~~TII.15 The student will describe personal responses to theatrical productions in terms of the qualities of the production as a whole.~~

~~TII.16 The student will respond to a variety of dramatic literature in terms of aesthetic philosophies of cultures, including classical, modern, Western, and non-Western.~~

TII.4720 The student will support personal aesthetic opinions ~~by reasoned processes and criteria~~, using ~~an expanded~~ theatre arts vocabulary.

TII.4821 The student will describe, refine, and organize personal ideas about the aesthetic qualities of a theatrical work.

~~TII.19 The student will research and investigate the intentions of those who created specific theatrical works.~~

Theatre Arts III: Intermediate Acting and Playwriting

The Theatre Arts III standards for Theatre Arts III are designed to help students integrate, assimilate, and build upon the concepts learned and skills acquired in Theatre Arts II. Through various modes of expression and types of performance, students will investigate acting styles and explore the process of playwriting, which includes character development, research, character development, and creation of dramatic structure, conflict, and resolution. Students will study and respond to a variety of theatrical experiences that will refine their collaborative, analytical, interpretive, and problem-solving skills. Students will deepen. They continue to cultivate and refine their artistic abilities and appreciation of the theatrical arts.

Performance and Production

- TIII.1 The student will apply rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established classroom standards.
- TIII.2 The student will exhibit independence, self-discipline, and commitment to the theatre process through work on assigned projects and productions.
- TIII.3 The student will integrate acting skills and techniques incorporating involving voice, movement, and analysis into the rehearsal process and performance by
 21. initiating artistic choices to enhance performance;
 52. listening to other actors and responding internally as well as externally; and
 13. creating and sustaining multidimensional characters;
 34. enhancing characterizations, dialogue, and action;
 65. demonstrating self-confidence and self-expression; and
 46. exercising making artistic discipline decisions to achieve an ensemble, in rehearsal and performance;
- TIII.4 The student will demonstrate the audition process by
 1. researching and selecting classical, modern, tragic, and comic contrasting monologues by established playwrights; and
 2. developing an understanding, interpretation, and portrayal of a character; and
 23. presenting memorized selections for critique.
- ~~TIII.5 The student will investigate basic film/video production, including camera techniques, appropriate terminology, screenplays, acting for the camera, and the editing process.~~
- TIII.65 The student will explore demonstrate playwriting by writing monologues, dialogues, scenes, and short plays that
 1. exhibit unique character voices;
 1. conceiving a theme to convey a message;
 2. use basic constructing a dramatic plot structure; and
 3. developing a central conflict;
 34. developing an idea through action; and
 5. portraying unique, multidimensional characters.

- ~~TIII.76~~ The student will demonstrate the ~~principles~~ application of theatre design by
- ~~1. applying~~ following safety procedures;
 - ~~42.~~ rendering lighting plots, sound plots, properties, makeup, and/or costume plates for a stage or ~~film/video~~ contemporary media production;
 - ~~23.~~ making a two-dimensional ~~study~~ drawing of a three-dimensional object, using scale drawings, perspective drawings, blueprints, or computer renderings to design scenery, costumes, and/or properties;
 - ~~34.~~ building a scale model of a setting for a stage or ~~film/video~~ contemporary media production;
 - ~~5.~~ applying implementing solutions to technical problems; and
 - ~~6.~~ analyzing and justifying design choices.

Cultural Context and Theatre History and Cultural Context

- ~~TIII.7~~ The student will analyze how theatre can be a reflection of major movements/events (e.g., social, political) in historical eras.
- ~~TIII.8~~ The student will research ~~multiple~~ acting styles from a variety of historical periods by
- ~~1.~~ comparing and contrasting decorum, environments, ~~and~~ manners, and portrayals of
 - ~~2.~~ interpreting characters, and situations, and themes.
- ~~TIII.9~~ The student will trace the development of ~~performance~~ theatre design and performance by
- ~~1.~~ explaining the use and effects of technology; and
 - ~~2.~~ analyzing a variety of dramatic texts with reference to their historical and cultural contexts in order to determine their ~~design~~ original production requirements.
- ~~TIII.10~~ The student will investigate contemporary media production, including camera techniques, film terminology, acting for the camera, creating screenplays, and the editing process.
- ~~TIII.4011~~ The student will compare and contrast ~~theatre to film/video~~ live performance to contemporary media performance by
- ~~1.~~ listing ~~characteristics of~~ analyzing the production methods of each; and
 - ~~2.~~ analyzing the difference between theatre scripts and film/video screenplays; and
 - ~~32.~~ describing the use of ~~film/video~~ contemporary media and theatre in a changing world.

Judgment and Analysis, Evaluation, and Criticism

- ~~TIII.11~~ The student will use ~~theatre, playwriting, acting, and film/video~~ vocabulary.
- ~~TIII.12~~ The student will ~~apply oral and written~~ critiques to acting styles by
- ~~1.~~ assessing projects, plans, or ideas;
 - ~~2.~~ incorporating personal artistic choices in informal and formal productions; and
 - ~~3.~~ critiquing acting styles of professional theatrical productions.
- ~~TIII.13~~ The student will apply a critical methodology to playwriting by
- ~~21.~~ exploring the ~~structure~~ comparing the components of the works of established playwrights in relation to those found in student works; and
 - ~~12.~~ revising original student scripts; and
 - ~~3.~~ recognizing that explaining why there will be a variety of responses by audience members.
- ~~TIII.14~~ The student will ~~compare and contrast~~ narrative structure, acting styles, and production methods of theatre with those of film/video.

- THI.14 The student will critique theatrical designs by
1. evaluating projects, plans, or ideas; and
 2. incorporating personal artistic choices into informal and formal productions.

Aesthetics

~~THI.16~~ The student will defend personal criteria in response to original theatrical writings.

THI.15 The student will justify personal choices regarding characterizations within the acting process.

~~THI.17~~16 The student will ~~research~~, compare, and contrast the aesthetic ideals of two or more playwrights.

~~THI.15~~17 The student will ~~develop and defend~~ justify personal aesthetic criteria in response to theatrical and ~~film/video~~ contemporary media performances ~~and production values~~.

THI.18 The student will develop personal aesthetic criteria in response to theatre design.

~~THI.18~~19 The student will ~~defend~~ justify multiple points of view regarding the interpretation of theatrical works.

Theatre Arts IV: Advanced Acting and Directing

The Theatre Arts IV standards for Theatre Arts IV are designed to help students refine the concepts learned and skills acquired in Theatre Arts III while reinforcing the principles learned in Theatre Arts I and II. Through research, performance, and evaluation, students will develop artistic criteria that will be are applied to performance and directing. Students will They study and respond to a variety of theatrical experiences, showcasing and applying their collaborative, analytical, interpretive, and problem-solving skills.

Performance and Production

- TIV.1 The student will work independently and collaboratively as an actor to ~~raise the standards of~~ create formal and informal ~~performance and production work.~~ presentations, including
1. depicting multidimensional characters;
 2. depicting given circumstances; and
 3. living truthfully in the moment.
- TIV.2 The student will create a personal acting technique by
1. investigating both external and internal acting approaches;
 2. applying different acting approaches to different pieces (e.g., improvisations, monologues, scenes, plays);
 3. writing character analyses that include prior action, cultural background, objective, tactics, subtext, and consequences of actions; and
 4. writing script analyses that include the historical and cultural context, through line, and intent of the playwright's intent.
- TIV.3 The student will demonstrate vocal performance skills—breath control, articulation, projection, volume, pitch, tone, vocal placement, rhythm, and dialect.
- TIV.4 The student will ~~demonstrate~~ apply movement skills in characterization—~~use of facial expression, posture, gait, control of gesture, leading center, balance, poise, timing, and breath control~~ facial expression.
- TIV.5 The student will prepare for academic and/or professional auditions by
1. choosing and preparing a repertoire of contrasting one-minute and two-minute audition pieces ~~of both classical and modern selections from full-length plays from published works;~~
 2. preparing and presenting written and oral critiques of his/her own personal and peer audition pieces;
 3. ~~preparing a written~~ developing a résumé of performance and production résumé experience; and
 4. using established audition techniques and following the audition notice guidelines.
- TIV.6 The student will work independently and collaboratively as a director to create formal and informal presentations, including
1. depicting multidimensional characters;
 2. following the playwright's intent;
 3. depicting given circumstances; and
 4. realizing directorial concepts.

- TIV.67 The student will direct a two-character scene, a multicharacter scene, and a one-act play for performance ~~by, including~~
1. selecting scripts from published and/or original works;
 62. researching the history, culture, and concept of ~~the~~ each scripts;
 43. ~~creating~~ devising prompt books;
 34. establishing rehearsal and production schedules;
 25. applying established auditioning ~~and~~ techniques in casting actors;
 136. modeling ~~artistic~~ professional discipline in rehearsal and performance ~~situations~~;
 7. conceiving and communicating a cohesive, artistic vision;
 128. creating a collaborative working relationship among casts and crews; ~~and~~
 59. creating and/or collaborating on designs for ~~set, sound, lighting, makeup, and costumes~~ all production components;
 10. ~~solving technical and design problems inherent in the scripts~~;
 710. employing staging (blocking) to achieve focus and communicate meaning;
 811. working with actors to develop and ensure effective characterizations;
 912. overseeing technical and design responsibilities and solving related problems;
 13. meeting deadlines; and
 114. ~~demonstrating knowledge of current~~ adhering to copyright laws ~~and their applications~~ (e.g., royalties, rights) requirements;
- TIV.7 ~~The student will apply principles of stage management by~~
1. ~~creating a prompt book noting blocking, lighting, sound, and effect cues~~;
 2. ~~assisting the director in all areas of the production~~;
 3. ~~creating production and rehearsal schedules, contact sheets, and cue sheets~~; and
 4. ~~maintaining effective communication and safety procedures with members of the cast and crew~~.

Cultural Context and Theatre History and Cultural Context

- TIV.98 The student will research the development of the role of the director as a unifying force in a production.
- TIV.89 The student will use cultural and historical research to justify choices in directing and acting projects.

Judgment and Analysis, Evaluation, and Criticism

- TIV.10 The student will ~~use acting and directing vocabulary to analyze, evaluate, and interpret meaning in personal theatre projects and other productions.~~
- TIV.11 The student will ~~research, analyze, and compare a variety of published criticisms from a variety of sources and present a written and oral defense of the~~ of a play and evaluate findings.
- TIV.12 The student will ~~defend a personal point of view expressed in critique performances, focusing on the acting and or directing performances by conducting an effective critique.~~
- TIV.13 The student will ~~describe, interpret, and evaluate in oral and written form, the qualities of a theatrical productions that affect the~~ elicit an audience response, including
1. ~~the director's~~ interpretations;
 2. ~~balanced~~ the production elements;
 3. ~~and the~~ actors' abilities to sustain and project believable characterizations; and
 4. ~~audience catharsis~~.

TIV.14 The student will analyze the intentions and choices of peer directors and designers.

Aesthetics

~~TIV.15 The student will discuss in writing the application of personal criteria for making aesthetic judgments in theatrical works.~~

TIV.15 The student will propose a definition of *art* and support that definition within the context of theatre arts.

~~TIV.16 The student will study, analyze, interpret, and relate the aesthetic qualities of theatrical work of others to personal theatrical work.~~

~~TIV.16~~ TIV.16 The student will explain how personal aesthetic criteria ~~is~~ are applied to personal performance and direction.

~~TIV.17 The student will justify personal perceptions of a director's vision of the playwright's intent, as filtered through the director's vision.~~

TIV.18 The student will research current aesthetic issues in theatre (e.g., ethics, sensationalism, propaganda).

Technical Theatre

The standards for Technical Theatre help students apply and expand their knowledge of theatre design, production, and management. Students develop problem-solving, communication, organizational, and management skills. Drawing on fine arts and other disciplines, they work individually and collaboratively to explore the interrelated components of design, production, and management. Students practice safe operating procedures, including the care, maintenance, and storage of tools, materials, and equipment. *Note: Please refer to “Safety” in the Introduction section of this document for a detailed explanation of safety requirements.*

Design and Production

- TT.1 The student will summarize how the fundamental aspects of scene design, lighting, sound, costumes, properties, and makeup are applied in individual and collaborative theatre projects.
- TT.2 The student will explain how production design is derived from research, script analysis, and the directorial concept and how it communicates meaning to the audience.
- TT.3 The student will describe the different types of theatre spaces (e.g., proscenium, thrust, area), suggesting specific design considerations for each.
- TT.4 The student will identify the components of the theatre facility.
- TT.5 The student will identify the responsibilities of the running crews.
- TT.6 The student will demonstrate set construction by
1. adhering to safety guidelines;
 2. identifying and using construction tools and hardware; and
 3. building scenic elements (e.g., flats, platforms, step units).
- TT.7 The student will demonstrate scene design by
1. adhering to safety guidelines;
 2. analyzing required and implied design considerations;
 3. sketching preliminary designs;
 4. drawing floor plans to scale for given stage dimensions;
 5. creating front view drawings, perspective drawings, and models;
 6. applying painting techniques to scenery and backdrops; and
 7. acquiring and placing furnishings and stage properties.
- TT.8 The student will design, produce, and manage properties by
1. analyzing the required and implied design considerations;
 2. creating a prop list;
 3. constructing, gathering, and/or adapting objects to enhance the production elements; and
 4. preparing locations for storage.

- TT.9 The student will demonstrate lighting design and production by
1. adhering to safety guidelines;
 2. identifying and using lighting instruments (e.g., fresnel, ellipsoidal, parcan) as well as their parts (e.g., connectors, lamp, lenses) and accessories;
 3. identifying and operating a dimming system;
 4. demonstrating the mechanics of lighting;
 5. explaining and applying additive color mixing of light; and
 6. creating a simple lighting plot.
- TT.10 The student will demonstrate use of sound to enhance performance and convey mood and information by
1. adhering to safety guidelines;
 2. analyzing required and implied design considerations;
 3. identifying and using sound equipment;
 4. using amplification and sound effects;
 5. creating a sound plot; and
 6. adhering to relevant copyright and royalty requirements.
- TT.11 The student will demonstrate costume design and production by
1. analyzing required and implied design considerations;
 2. creating a costume plot and costume drawings;
 3. identifying tools, materials, and equipment;
 4. employing the fundamentals of sewing, following safety guidelines; and
 5. adapting an existing costume from stock.
- TT.12 The student will demonstrate hair and makeup design by
1. analyzing required and implied design considerations;
 2. creating a hair and makeup plot;
 3. identifying tools, materials, and equipment; and
 4. using safe, hygienic fundamentals of hair and makeup application and removal.
- TT.13 The student will identify the responsibilities of the stage manager, house manager, and business manager.
- TT.14 The student will apply principles of stage management by
1. creating a prompt book, noting blocking and cues for lighting, sound, and effects;
 2. assisting the director in all areas of production management; and
 3. maintaining effective communication with members of the cast and crew.
- TT.15 The student will apply principles of house management by
1. preparing and maintaining a facility during a production;
 2. recruiting and instructing house staff (e.g., ushers, concession workers);
 3. following safety regulations and emergency plans (e.g., medical, fire); and
 4. assuring the comfort of patrons.

- TT.16 The student will apply principles of business management by
1. adhering to copyright and royalty requirements for use of materials (e.g., contemporary media, recordings, written materials);
 2. preparing and tracking a budget for a production;
 3. collaborating to create and maintain a Web site; and
 4. collaborating to create a publicity plan for a production (e.g., press releases, posters, flyers, Web information, playbills, tickets).

Theatre History and Cultural Context

- TT.17 The student will examine the development of technical theatre by
1. explaining the impact of technological advancements on theatre; and
 2. analyzing a variety of dramatic texts to determine their production requirements by referencing their historical and cultural contexts.
- TT.18 The student will research theatre architecture, technology, fashion, furnishings, objects, and lighting in various historical eras.
- TT.19 The student will trace the development of theatre stages and staging through history.

Analysis, Evaluation, and Critique

- TT.20 The student will justify personal choices in specific design, production, and/or management areas through a variety of completed materials.
- TT.21 The student will critique the design and production aspects of a live performance.
- TT.22 The student will devise a constructive critique of peer work.

Aesthetics

- TT.23 The student will explain how personal aesthetic criteria are applied to theatre design, production, and management.
- TT.24 The student will compare and contrast the design and production elements of theatre with other fine arts products (e.g., concerts, recitals, exhibitions).
- TT.25 The student will identify how theatre design elements elicit an emotional and/or intellectual response from the audience.