

Virginia Board of Education Agenda Item



Agenda Item: F

Date: June 27, 2013

Title	Final Review of Proposed Revised <i>Fine Arts Standards of Learning</i>		
Presenter	Ms. Cheryle C. Gardner, Principal Specialist of Fine Arts		
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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: April 25, 2013

Action: First review of the Proposed Revised *Fine Arts Standards of Learning*.

Action Requested:

Final review: Action requested at this meeting.

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

	Goal 1: Accountability for Student Learning
X	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:

Goals 2 and 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 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 Department of Education staff:

- 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; and
- Collected field comments and incorporated them as appropriate into the current proposed draft.

On April 25, 2013, the Board of Education accepted the proposed revised standards for first review. The Board held two public hearings. The first hearing was held on Thursday, May 16, 2013 at Northside High School in Roanoke County. The second hearing was held on Thursday, May 23, 2013, following the Board's Executive Session in Richmond. There were a total of two speakers on May 16 and six speakers on May 23. In addition to comments received at the public hearings, 37 comments were received online during the 30-day public comment period from April 26, 2013, through May 28, 2013.

The approximate number of comments received for each fine arts discipline.

Fine Arts Discipline	Number of Comments
Dance Arts	7
Music 22	
Theatre Arts	9
Visual Arts	7
TOTAL 45	

Groups submitting comments included:

- Virginia Association of Music Education Administrators
- Virginia Coalition for Fine Arts Education
- Young Audiences of Virginia

Summary of Important Issues:

Comments were received for each fine arts discipline, but they were not sufficiently substantive to require revisions to the proposed revised standards. The feedback was largely positive and indicated that the standards reflected high-quality instruction for continued integration of the fine arts into educational practice. In particular, the following areas were praised:

- Development of new sets of standards for dance arts, music, and theatre arts;
- Improved alignment and articulation of K-12 standards for music and visual arts and in grades 6-12 for dance arts and theatre arts; and
- Development of rigorous, concise, measurable, and jargon-free standards.

Staff and team members carefully reviewed other suggestions that were offered and determined that they did not further enhance the content standards.

Given the favorable public comments, no changes were made to the *Fine Arts Standards of Learning* the Board received on April 25, 2013. Attachments A, B, C, and D repeat the proposed revised *Fine Arts Standards of Learning* for final review and approval.

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 adoption of the proposed revised *Fine Arts Standards of Learning*, the Department of Education will post the revised *Fine Arts Standards of Learning* on the Department's Web site. In addition, constituents will be informed through a variety of channels including a Superintendent's Memorandum.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education adopt the proposed revised *Fine Arts Standards of Learning* and authorize the Department of Education to make clarifying and/or technical edits.

Dance Arts Standards of Learning

for
Virginia
Public Schools



**Board of Education
Commonwealth of Virginia**

June 2013

Dance Arts Standards of Learning

for Virginia Public Schools

Adopted in June 2013 by the Board of Education

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Foreword

The Fine Arts Standards of Learning in this publication represent a major development in public education in Virginia. Adopted in June 2013 by the Virginia Board of Education, these standards emphasize the importance of instruction in the fine arts—dance arts, music, theatre arts, and visual arts—and, therefore, are an important part of Virginia’s efforts to provide challenging educational programs in the public schools. Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems resourcefully, make informed judgments, work cooperatively within groups, appreciate different cultures, exercise imagination, and be creative.

The Fine Arts Standards of Learning were developed through the efforts of classroom teachers, curriculum specialists, administrators, college faculty, professional artists, fine arts organization representatives, and museum personnel. These persons assisted the Department of Education in developing and reviewing the draft documents. Opportunities for citizens to make comments with respect to the standards documents were provided through public hearings that were held at several sites across the state.

The Fine Arts Standards of Learning are available online for teachers to use in developing curricula and lesson plans to support the standards. The standards state the minimum requirements in the fine arts, setting reasonable targets and expectations for what teachers need to teach and students need to learn. The standards set clear, concise, measurable, and rigorous expectations for young people. Schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students.

A major objective of Virginia’s educational agenda is to provide the citizens of the commonwealth with a program of public education that is among the best in the nation and that meets the needs of all young people in the commonwealth. These Fine Arts Standards of Learning support the achievement of that objective.

Introduction

The Dance Arts Standards of Learning identify the essential knowledge and skills required in the dance arts curriculum for middle school and 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, progressing in complexity by course from middle school through the four levels of high school.

Throughout dance arts education, course content is organized into four specific content strands or topics: Performance, Creation, and Production; Dance History and Cultural Context; Analysis, Evaluation, and Critique; 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. Through the mastery of dance arts concepts and acquisition of dance arts skills, the goals for dance arts education 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 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 select instructional strategies and assessment methods appropriate for their students. Teachers 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, including their impact on society.
- Make connections between dance arts and other fields of knowledge, including awareness of the impact of 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 safe use of related materials, methods, and technologies to present and document their creative work.

Dance History and Cultural Context

Students will understand dance arts within the contexts of history, culture, and other art forms. Students will examine the interrelationships among current events, 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.

Analysis, Evaluation, and Critique

Critique 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 objectively evaluate 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 and relate their 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 dance arts instructional program. Students must know how to follow safety guidelines, demonstrate appropriate safety techniques, use equipment safely, and practice dance theatre etiquette both on and off the stage while working individually and in groups.

For every instructional activity, correct training techniques as well as wise selection of appropriate resources, materials, and dance experiences must be carefully considered in regard to safety. Safe facilities for instruction and performance require thorough planning, careful management, and constant monitoring during dance activities. Class enrollment and audience size 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. Instructors should stress safe technical practices for their students, including

- consistent, correct alignment of spine and limbs, along with technical skills that minimize the risk of injury while enhancing technical accomplishment;
- use of appropriate movement material to provide technical challenges with minimum risk to 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 necessary activities when mounting a performance, including rehearsal, design and implementation of technical elements, performance, and strike and cleanup. Each of these activities requires teaching and learning about the safe use of equipment and facilities. The standards listed below are among those that should be followed to avoid injury or damage.

Rehearsal

- 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 should be available at all times, and emergency numbers should be displayed prominently in the space being used.
- Performance and technical rehearsals should be staffed by a dance teacher as well as a stage manager, production manager, and/or technical director.

Design and implementation of technical elements

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

Performance

- Proper procedures for evacuation of the theatre should be discussed and rehearsed with cast and ushers.
- All exits must be 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.

Strike and cleanup

- Scheduling strike and cleanup immediately after the final performance, when carelessness due to fatigue may increase the risk of accidents and injuries, should be avoided.
- Strike and cleanup must be supervised by a teacher with training in theatre safety.

Middle School Exploratory Dance Arts

The standards for Middle School Exploratory Dance Arts introduce students to the study of dance. Students 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 enrich their views of 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, 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 unison 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.10 The student will rehearse choreographed dances and execute those dances in performance.
- DM.11 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.
- DM.12 The student will collaboratively participate in various production-support activities (e.g., publicity, running crew, costume crew, strike and cleanup).

Dance History and Cultural Context

- DM.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.15 The student will identify reasons for dancing, including the use of dance as a form of expression, communication, ceremony, and entertainment.
- DM.16 The student will identify the roles of performers and audiences for various forms of dance.
- DM.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.

Analysis, Evaluation, and Critique

- DM.20 The student will describe personal work and the work of others in regard to technique, choreography, and performance, using dance arts vocabulary.
- DM.21 The student will describe the similarities and differences in composition and style of dance performances, including live and recorded performances.
- DM.22 The student will identify the role of the dance critic.

Aesthetics

- DM.23 The student will define *aesthetics* and explain how it is reflected in dance arts and in everyday life.
- DM.24 The student will explain ways in which dance can evoke sensory, emotional, and intellectual responses.

Dance I

The standards for Dance I provide students with a survey of the dance arts. Emphasis is placed on physical and creative skill development, and opportunities to experience and appreciate dance performance are provided. Historical and cultural studies expand students' understanding of dance as a vital contribution to society while helping them develop cognitive foundations from which to evaluate dance. 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, including strength, flexibility, coordination, balance, and 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 fundamental training practices (e.g., warm-up, cool-down, safe stretching techniques, nutrition, hydration) and will identify the relationship between incorrect execution of physical skills and dance injuries.
- DI.5 The student will develop movement invention and improvisation skills, including the use of movement to express emotion, narrative content, and/or the relationship of dance to music.
- DI.6 The student will collaboratively create and perform short choreographic studies that
 - 1. manipulate the elements of space, shape, time, rhythm, energy, and effort to communicate choreographic intent; and
 - 2. use a variety of compositional forms, including unison, canon, and ABA.
- 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 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. exercise care with use of theatre facilities, equipment, and costumes.
- DI.10 The student will collaboratively participate in various production-support activities (e.g., publicity, fund-raising, house management, costume crew, lighting crew, running crew, strike and cleanup).

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 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 The student will demonstrate skill in communicating information by researching and reporting on dance 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.

Analysis, Evaluation, and Critique

- DI.19 The student will describe and interpret dance works for technical, choreographic, performance, and production elements, using dance arts vocabulary.
- DI.20 The student will view and compare dance to other art forms and analyze similarities, differences, and the expression of common themes.
- DI.21 The student will read and respond to a variety of dance critiques.

Aesthetics

- DI.22 The student will identify and articulate 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.24 The student will identify aesthetic characteristics within various dance styles.

Dance II

The standards for Dance II help students integrate and build upon the concepts learned and skills acquired in Dance I. Students develop additional performance and production skills while increasing their range of physical skills through disciplined study of dance technique. Dance improvisation and composition studies expand students' creativity and choreographic craftsmanship. Students develop communicative, interpretive, and evaluative skills by responding to and analyzing a variety of dance experiences. Through historical and cultural studies, students expand their appreciation of the dance arts as a richly expressive, vital contribution to society. 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 differentiate between correct and incorrect alignment of spine and limbs while performing complex movement sequences.
- DII.2 The student will develop dance technique skills through kinesthetic awareness and self-evaluation.
- DII.3 The student will perform a variety of complex movement phrases that employ a range of movement elements and stylistic qualities.
- DII.4 The student will identify the impact of physical structure and 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.7 The student will choreograph solos, 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 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.9 The student will demonstrate a range of performance skills, including dynamics, musicality, movement execution, and the realization of choreographic intent, in performance.
- DII.10 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.
- DII.11 The student will fulfill the responsibilities of a production-support role (e.g., those of choreographer, costume designer, stage manager, house manager, public relations), identifying the responsibilities and behaviors that lead to effective execution of the role.

Dance History and Cultural Context

- DII.12 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 1970.
- DII.13 The student will investigate and report on issues of diversity in dance.
- DII.14 The student will research a personally selected career within the dance profession, focusing on the required education and preparation.
- DII.15 The student will examine the impact of contemporary media on the creation and documentation of dance.
- DII.16 The student will demonstrate skills in communicating information by researching and reporting on dance organizations and resources in the 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.

Analysis, Evaluation, and Critique

- DII.19 The student will explain criteria that affect dance quality 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.
- DII.20 The student will identify and explain ways in which other art forms and technology contribute to dance performance.
- DII.21 The student will describe effective and ineffective artistic choices in composition and performance, using dance arts vocabulary.
- DII.22 The student will write a dance critique, referencing criteria that affect the quality of the performance and using dance arts vocabulary.

Aesthetics

- DII.23 The student will describe how personal experience, culture, and current events shape personal aesthetic preferences.
- DII.24 The student will explain aesthetic responses to live and recorded dance performances, using dance arts vocabulary.
- 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).

Music Standards of Learning

for
Virginia
Public Schools



**Board of Education
Commonwealth of Virginia**

June 2013

Music Standards of Learning

for Virginia Public Schools

Adopted in June 2013 by the Board of Education

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Foreword

The Fine Arts Standards of Learning in this publication represent a major development in public education in Virginia. Adopted in June 2013 by the Virginia Board of Education, these standards emphasize the importance of instruction in the fine arts—dance arts, music, theatre arts, and visual arts—and, therefore, are an important part of Virginia’s efforts to provide challenging educational programs in the public schools. Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems resourcefully, make informed judgments, work cooperatively within groups, appreciate different cultures, exercise imagination, and be creative.

The Fine Arts Standards of Learning were developed through the efforts of classroom teachers, curriculum specialists, administrators, college faculty, professional artists, fine arts organization representatives, and museum personnel. These persons assisted the Department of Education in developing and reviewing the draft documents. Opportunities for citizens to make comments with respect to the standards documents were provided through public hearings that were held at several sites across the state.

The Fine Arts Standards of Learning are available online for teachers to use in developing curricula and lesson plans to support the standards. The standards state the minimum requirements in the fine arts, setting reasonable targets and expectations for what teachers need to teach and students need to learn. The standards set clear, concise, measurable, and rigorous expectations for young people. Schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students.

A major objective of Virginia’s educational agenda is to provide the citizens of the commonwealth with a program of public education that is among the best in the nation and that meets the needs of all young people in the commonwealth. These Fine Arts Standards of Learning support the achievement of that objective.

Introduction

The Music Standards of Learning identify the essential knowledge and skills required in the music curriculum for each grade level or course in Virginia’s public schools. 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.

Throughout music education, course content is organized into five specific content strands or topics: Music Theory/Literacy; Performance; Music History and Cultural Context; Analysis, Evaluation, and Critique; and Aesthetics. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout 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 multiple group educational opportunities, 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 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 select instructional strategies and assessment methods appropriate for their students. Teachers 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, playing instruments, listening, and moving.
- Create compositions that transform their thoughts and emotions into concrete forms of human musical expression.
- Exercise critical-thinking skills by investigating and analyzing all facets of the music discipline.
- Demonstrate 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.
- 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

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

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 performance, demonstrating appropriate use of related materials, equipment, methods, and technologies.

Music History and Cultural Context

Students will understand aspects of music history and ways in which music fits into culture. They will become familiar with the distinctive musical characteristics of music that delineate major historical periods of music and will identify the compositional techniques employed in many styles of music. Students will examine the interrelationships among current events, developing technologies, and music in society.

Analysis, Evaluation, and Critique

Students will listen to, respond to, reflect on, analyze, interpret, evaluate, and critique music. They will articulate 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 the other arts and for evaluating the roles of music in society. They will apply these processes when creating and evaluating their own musical works.

Aesthetics

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

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

- K.2 The student will investigate various uses of the voice by
1. demonstrating the difference between the singing voice and 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 a variety of songs of limited range alone and with others, including
1. singing two-pitch (*sol, mi*) 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.5 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 body percussion, instruments, and voice.
- K.7 The student will respond to music with movement, including
1. matching locomotor and nonlocomotor movements to rhythmic patterns;
 2. demonstrating expressive qualities of music, including loud/soft and fast/slow;
 3. illustrating moods and contrast in music and children's literature;
 4. performing dances and other music activities from various cultures; and
 5. exhibiting respect for the personal space of others when moving.
- K.8 The student will create music by
1. improvising simple melodic or rhythmic patterns; and
 2. improvising to enhance stories and poems.

Music History and Cultural Context

- 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 participate in music activities that involve sharing, taking turns, and other behaviors that demonstrate good citizenship.

K.11 The student will recognize the relationships between music and other fields of knowledge.

Analysis, Evaluation, and Critique

- 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

- 1.2 The student will demonstrate various uses of the voice, including
 - 1. singing high and low pitches;
 - 2. using the voice in speech and song; and
 - 3. demonstrating expressive qualities of music, including changes in dynamics and tempo.
- 1.3 The student will sing a variety of songs alone and with others, including
 - 1. matching pitches, using the head voice; and
 - 2. singing three-pitch (*sol, mi, la*) songs, using echo and ensemble singing.
- 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.
- 1.5 The student will perform rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests, using instruments, body percussion, and voice.
- 1.6 The student will demonstrate the difference between melodic rhythm and steady beat.
- 1.7 The student will demonstrate melodic rhythm, using instruments, body percussion, and voice.
- 1.8 The student will respond to music with movement, including
 - 1. using locomotor and nonlocomotor movements;
 - 2. demonstrating high and low pitches;
 - 3. demonstrating expressive qualities of music, including changes in dynamics and tempo;
 - 4. performing line and circle dances;
 - 5. performing dances and other music activities from a variety of cultures; and
 - 6. dramatizing songs, stories, and poems.
- 1.9 The student will create music by
 - 1. improvising vocal responses to given melodic questions;
 - 2. improvising body percussion;
 - 3. improvising to enhance stories, songs, and poems; and
 - 4. composing simple rhythmic patterns, using traditional or nontraditional notation.

Music History and Cultural Context

- 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 fields of knowledge.

Analysis, Evaluation, and Critique

- 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

- 2.2 The student will sing a repertoire of songs alone and with others, including
1. singing melodic patterns that move upward, downward, and stay the same;
 2. singing melodies within the range of a sixth; and
 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 perform rhythmic patterns that include half notes, half rests, whole notes, and whole rests, using
1. instruments, voice, body percussion, and movement;
 2. aural skills to imitate given phrases; and
 3. traditional notation.
- 2.5 The student will respond to music with movement, including
1. 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. performing nonchoreographed and choreographed movements, including line and circle dances;
 5. performing dances and other musical activities from a variety of cultures; and
 6. portraying songs, stories, and poems from a variety of cultures.

- 2.6 The student will create music by
1. improvising simple rhythmic question-and-answer phrases;
 2. improvising accompaniments, including ostinatos;
 3. improvising to enhance stories, songs, and poems; and
 4. composing simple pentatonic melodies, using traditional notation.

Music History and Cultural Context

- 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 demonstrate audience and participant behaviors appropriate for the purposes and settings in which music is performed.
- 2.9 The student will identify the relationships between music and other fields of knowledge.

Analysis, Evaluation, and Critique

- 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

- 3.2 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. singing melodies written on the treble staff;
 4. singing with expression, using a wide range of tempos and dynamics;
 5. singing rounds, partner songs, and ostinatos in two-part ensembles; and
 6. maintaining proper posture for singing.
- 3.3 The student will play a variety of pitched and 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.
- 3.4 The student will perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes.
- 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 respond to music with movement by
1. illustrating sets of beats grouped in twos and threes;
 2. creating movement to illustrate rondo form;
 3. performing nonchoreographed and choreographed movements, including line and circle dances; and
 4. performing dances and other music activities from a variety of cultures.

- 3.7 The student will create music by
1. improvising rhythmic question-and-answer phrases;
 2. improvising accompaniments, including ostinatos; and
 3. composing pentatonic melodies, using traditional notation.

Music History and Cultural Context

- 3.8 The student will explore historical and cultural aspects of music by
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.
- 3.9 The student will demonstrate audience and participant behaviors appropriate for the purposes and settings in which music is performed.
- 3.10 The student will describe the relationships between music and other fields of knowledge.

Analysis, Evaluation, and Critique

- 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.

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

- 4.2 The student will sing a varied repertoire of songs alone and with others, including
1. singing 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 dynamics and phrasing;
 5. singing in simple harmony; and
 6. demonstrating proper posture for singing.
- 4.3 The student will play a variety of pitched and 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.
- 4.4 The student will perform rhythmic patterns that include dotted quarter note followed by an eighth note.
- 4.5 The student will respond to music with movement by
1. performing nonchoreographed and choreographed movements;
 2. performing traditional folk dances and other music activities; and
 3. creating movement to illustrate rondo (ABACA) musical form.
- 4.6 The student will create music by
1. improvising melodies and rhythms, using a variety of sound sources;
 2. composing short melodic and rhythmic phrases within specified guidelines; and
 3. using contemporary media and technology.

Music History and Cultural Context

- 4.7 The student will explore historical and cultural aspects of music by
1. describing four music compositions from four different periods of music history and identifying the composers;
 2. placing musical examples into 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 demonstrate audience and participant behaviors appropriate for the purposes and settings in which music is performed.
- 4.9 The student will compare the relationships between music and other fields of knowledge.

Analysis, Evaluation, and Critique

- 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.

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

- 5.2 The student will sing a varied repertoire of songs alone and with others, including
1. demonstrating beginning choral behaviors and skills in ensemble singing;
 2. singing with attention to blend, balance, intonation, and expression;
 3. singing melodies of increasing complexity written on the treble staff;
 4. singing in two- and three-part harmony; and
 5. modeling proper posture for singing.
- 5.3 The student will play a variety of pitched and nonpitched instruments alone and with others, including
1. playing music of increasing difficulty in a variety of ensembles;
 2. playing melodies and accompaniments of increasing difficulty written on the treble staff;
 3. playing with expression; and
 4. demonstrating proper playing techniques.
- 5.4 The student will perform rhythms of increased complexity, including syncopations.
- 5.5 The student will respond to music with movement by
1. performing nonchoreographed and choreographed movements, including music in duple and triple meters; and
 2. performing traditional folk dances and other music activities.
- 5.6 The student will create music by
1. improvising melodies and rhythms of increasing complexity;
 2. composing a short original composition within specified guidelines; and
 3. using contemporary media and technology.

Music History and Cultural Context

- 5.7 The student will explore historical and cultural aspects of music by
1. identifying representative composers and music compositions from four different periods of music history;
 2. comparing and contrasting a variety of musical styles, using music terminology;
 3. describing how people may participate in music within the community as performers, consumers of music, and music advocates; and
 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 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 compare and contrast the relationships between music and other fields of knowledge.
- 5.10 The student will describe the roles of music and musicians in society.

Analysis, Evaluation, and Critique

- 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 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.

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 moveable, 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 with movement 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 Context

- MCAD.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 Critique

- MCAD.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.

Aesthetics

- MCAD.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.

High School General Music

The standards for High School General Music enable students to use critical-thinking skills to study the musical concepts applicable to nonperformance music courses. Students continue to develop skills in reading and understanding music notation and to explore the expression and organization of musical ideas. 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

- HG.1 The student will read and notate music, including
1. notating original musical ideas on the treble and bass staves;
 2. identifying and using the standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression;
 3. notating music from dictation; and
 4. using contemporary technology.
- 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

- 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.
- HG.5 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. listening to and describing traditional and nontraditional sound sources.

Music History and Cultural Context

- 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.

- HG.7 The student will investigate the role of music in society by
1. comparing and contrasting the development of music in diverse cultures throughout history;
 2. examining various opportunities to experience music in the community; and
 3. describing the role of technology and social media in the development of music.

- HG.8 The student will demonstrate concert etiquette at musical performances by
1. comparing and contrasting audience behavior appropriate for various musical settings;
 2. exhibiting acceptable behavior as an active listener; and
 3. showing respect for the contributions of others within performance settings.

Analysis, Evaluation, and Critique

- 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

- 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.

High School Instrumental Music, Beginning Level

The standards for High 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 high 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

- HIB.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.
- 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 scales, including
1. wind/mallet student—one-octave 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. string student—one-octave 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.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.
- HIB.9 The student will define and apply music terminology found in the music literature being studied.

Performance

- 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. 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.
- 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.
- HIB.14 The student will use articulations, dynamic contrasts, and phrasing as means of expression.
- HIB.15 The student will perform simple rhythmic and melodic examples in call-and-response styles.
- HIB.16 The student will create, through playing and writing, rhythmic variations of four-measure selections taken from folk songs, exercises, or etudes.
- 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 0–2.

Music History and Cultural Context

- HIB.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

- HIB.20 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

- 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.

High School Instrumental Music, Intermediate Level

The standards for High School Instrumental Music, Intermediate Level enable students to continue to develop 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 2–4 of the Virginia Band and Orchestra Directors Association (VBODA). Ensemble skills become more developed as students participate in intermediate-level ensemble settings. Through playing, improvising, and writing, students create melodic and rhythmic variations. Students compare and contrast career options in music. They describe musical concepts, respond to music, investigate music’s relationship to other disciplines, and 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.1 The student will echo, read, and notate music, including
1. identifying, defining, and applying standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and
 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.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, 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. 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.
- HII.6 The student will identify, compare, contrast, and perform music written in sonata, theme-and-variations, and compound binary forms.
- HII.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.
- HII.8 The student will define and apply music terminology found in the music literature being studied.

Performance

- HII.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.
- 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;
 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.
- HII.13 The student will apply articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression.
- HII.14 The student will create and perform simple rhythmic and melodic examples, using call-and-response and basic improvisation.
- HII.15 The student will compose and perform rhythmic and melodic variations based upon original ideas or folk songs, exercises, or etudes.
- 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).

- HIII.17 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

- HIII.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 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

- HIII.19 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. 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

- HIII.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.

High School Instrumental Music, Advanced Level

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. 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, 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). Students discuss and evaluate characteristics of personal performances and compositions, as well as the works of others. They discuss relationships between musical concepts and the concepts of other disciplines, and they are involved in 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.2 The student will read, analyze, perform, and compose varied rhythmic patterns in complex meters, demonstrating technical facility and precision commensurate with VBODA Levels 4 and 5.
- HIAD.3 The student will identify and notate all key signatures.
- HIAD.4 The student will read, notate, and perform all ascending and descending major scales as per VBODA All-Virginia audition requirements, as well as selected minor scales.
- HIAD.5 The wind/mallet student will perform an ascending and descending chromatic scale, 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.8 The student will apply and differentiate music terminology found in the music literature being studied.
- HIAD.9 The student will improvise a melody to a I-IV-V(V⁷)-I chord progression.
- HIAD.10 The student will arrange or compose accompanying harmonies and/or counter melodies to a given melody.

Performance

- 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.
- HIAD.13 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;
 3. matching dynamic levels and playing style;
 4. responding to advanced conducting patterns and gestures;
 5. demonstrating conducting patterns and gestures; and
 6. maintaining a steady beat at various tempos and performing tempo changes in the music literature being studied.
- 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.
- HIAD.15 The student will demonstrate the use of articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression.
- 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

- HIAD.20 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

- 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.

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.

High School Instrumental Music, Artist Level

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 personal performances and compositions, as well as those of others. They discuss, analyze, and research relationships between musical concepts and those of other disciplines and are involved in researching various 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.2 The student will read, 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.4 The student will read, notate, and perform all ascending and descending major scales, as per VBODA All-Virginia audition requirements, as well as selected minor scales and tonic arpeggios in eighth notes.
- HIAR.5 The wind/mallet student will perform an ascending and descending chromatic scale, 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.8 The student will identify, explain, and apply music terminology found in the music literature being studied.
- HIAR.9 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

- 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.
- HIAR.13 The student will demonstrate, describe, analyze, and assess ensemble skills at an artist 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 advanced conducting patterns and gestures;
 5. demonstrating conducting patterns and gestures; and
 6. maintaining a steady beat at various tempos and performing tempo changes in the music literature being studied.
- 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.15 The student will demonstrate the use of articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression.
- HIAR.16 The student will create and perform rhythmic and melodic examples in sonata-allegro form.
- HIAR.17 The student will 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).
- HIAR.19 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

- HIAR.20 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 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.

Analysis, Evaluation, and Critique

- 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.

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.

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 moveable, 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.

High School Vocal/Choral Music, Beginning Level

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.1 The student will read and notate music, including
1. identifying the basic components of a vocal score;
 2. reading 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. 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
 11. using contemporary technology 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

- 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.
- 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.
- HC.B.5 The student will respond to music with movement by performing nonchoreographed and choreographed movements.
- HC.B.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 in a rehearsal.

Music History and Cultural Context

- HC.B.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 the development of choral music and vocal styles;
 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.

Analysis, Evaluation, and Critique

- HCB.8 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 works of music, using inquiry skills and music terminology;
 3. examining accepted criteria used for evaluating 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.

High School Vocal/Choral Music, Intermediate Level

The standards for High 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

- HCI.1 The student will read and notate music, including
1. identifying components of a vocal score;
 2. reading rhythmic patterns 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. using contemporary technology 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 from dictation;
 6. identifying *a cappella* vs. accompanied singing, including ostinato; and
 7. identifying monophonic, homophonic, and polyphonic textures.

Performance

- 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.

- 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.
- HCI.5 The student will respond to music with movement by applying various styles of choreography to different musical compositions.
- HCI.6 The student will demonstrate collaboration and concert etiquette as a performer by
1. participating in a variety of performances and other music activities; and
 2. cooperating and collaborating as a singer in a rehearsal.

Music History and Cultural Context

- HCI.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 a variety of musical periods and styles, using music terminology;
 3. comparing and contrasting 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.

Analysis, Evaluation, and Critique

- HCI.8 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 evaluating works of music; and
 4. 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.

High School Vocal/Choral Music, Advanced Level

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 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

- HCAD.1 The student will read and notate music, including
1. identifying components of three- and four-part choral scores;
 2. reading and interpreting complex rhythmic patterns that include syncopations and hemiolas;
 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
 7. using contemporary technology 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

- HCAD.3 The student will demonstrate vocal techniques and choral skills, including
1. modeling proper posture for choral singing;
 2. modeling breathing techniques that support proper vocal production;
 3. identifying the effects of physiological changes and external influences on the voice;
 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 expressively, including
1. interpreting and applying various tempos while singing;
 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;
 4. 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.
- HCAD.5 The student will respond to music 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.
- HCAD.6 The student will demonstrate collaboration and concert etiquette as a performer 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.

Music History and Cultural Context

- 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.

Analysis, Evaluation, and Critique

- HCAD.8 The student will analyze and evaluate music by
1. comparing and contrasting the importance of 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. comparing and contrasting works of music, using music terminology;
 4. evaluating works of music, using accepted criteria;
 5. comparing and contrasting music performances; and
 6. critiquing music performances of self and others, using critical-thinking skills.

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.

High School Vocal/Choral Music, Artist Level

The standards for High School Vocal/Choral Music, Artist Level enable students to refine musicianship skills in individual and ensemble performance. Students 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 connections to music in the community and the world and develop individual performance portfolios. In-depth experience in solo and/or ensemble singing and the use of foreign languages assist in preparing the student for future musical and vocal development and career opportunities. Increasing awareness of the interrelation among music, the other fine arts, and other disciplines is emphasized.

Music Theory/Literacy

- HCAR.1 The student will read and notate music, including
1. identifying all components of music scores;
 2. reading and notating complex rhythmic patterns;
 3. identifying major key signatures and their related minor keys;
 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

- HCAR.3 The student will demonstrate advanced vocal techniques and solo/choral skills, including
1. modeling proper posture for solo/choral singing;
 2. using breath control, vocal independence, and agility while singing appropriate vocal exercises throughout the vocal range;
 3. using advanced vocal techniques to control 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.

- HCAR.4 The student will sing expressively, including
1. modeling blending vocal timbres and matching dynamic levels;
 2. applying various tempos while singing;
 3. performing complex rhythmic patterns;
 4. modeling application of dynamic markings in musical scores and exercises while maintaining correct intonation;
 5. 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.
- HCAR.5 The student will respond to music with movement by
1. demonstrating choreography as a form of expression and communication (e.g., sign language, riser choreography); and
 2. improvising movement individually or collaboratively.
- HCAR.6 The student will demonstrate collaboration and rehearsal and concert etiquette as a performer by
1. participating in a variety of performances and other music activities;
 2. respecting student leaders within the choral ensemble; and
 3. fulfilling leadership roles (e.g., section leader, student conductor, accompanist, choir officer, choir librarian, peer mentor).

Music History and Cultural Context

- 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.

Analysis, Evaluation, and Critique

- HCAR.8 The student will analyze and evaluate music by
1. formulating criteria to be used for critiquing musical performances; and
 2. applying formulated criteria for critiquing musical performances of self and others.

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.

Theatre Arts Standards of Learning

for
Virginia
Public Schools



**Board of Education
Commonwealth of Virginia**

June 2013

Theatre Arts Standards of Learning

for Virginia Public Schools

Adopted in June 2013 by the Board of Education

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Foreword

The Fine Arts Standards of Learning in this publication represent a major development in public education in Virginia. Adopted in June 2013 by the Virginia Board of Education, these standards emphasize the importance of instruction in the fine arts—dance arts, music, theatre arts, and visual arts—and, therefore, are an important part of Virginia’s efforts to provide challenging educational programs in the public schools. Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems resourcefully, make informed judgments, work cooperatively within groups, appreciate different cultures, exercise imagination, and be creative.

The Fine Arts Standards of Learning were developed through the efforts of classroom teachers, curriculum specialists, administrators, college faculty, professional artists, fine arts organization representatives, and museum personnel. These persons assisted the Department of Education in developing and reviewing the draft documents. Opportunities for citizens to make comments with respect to the standards documents were provided through public hearings that were held at several sites across the state.

The Fine Arts Standards of Learning are available online for teachers to use in developing curricula and lesson plans to support the standards. The standards state the minimum requirements in the fine arts, setting reasonable targets and expectations for what teachers need to teach and students need to learn. The standards set clear, concise, measurable, and rigorous expectations for young people. Schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students.

A major objective of Virginia’s educational agenda is to provide the citizens of the commonwealth with a program of public education that is among the best in the nation and that meets the needs of all young people in the commonwealth. These Fine Arts Standards of Learning support the achievement of that objective.

Introduction

The Theatre Arts Standards of Learning identify the essential knowledge and skills required in the theatre arts curriculum for the middle school and 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, progressing in complexity by course from middle school through the four levels of high school.

Throughout theatre arts education, course content is organized into four specific content strands or topics: Performance and Production; Theatre History and Cultural Context; Analysis, Evaluation, and Critique; 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. Through the mastery of theatre arts concepts and acquisition of theatre arts skills, the goals for theatre arts education 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 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 select instructional strategies and assessment methods appropriate for their students. Teachers 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 employing originality, flexibility, and imagination when solving problems individually and collaboratively.
- Demonstrate knowledge of the elements of theatre production and management.
- Demonstrate understanding of theatre within the contexts of history, culture, and other art forms and the role of theatre as a vehicle for human expression.
- Develop observation and critical-thinking skills for the evaluation of theatre performances, including their impact on society.
- Demonstrate 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.
- Articulate personal aesthetic preferences and apply aesthetic criteria 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 evaluate problems and develop innovative solutions to all aspects of theatrical production. They will design and implement 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, intellectual, intuitive, and practical skills associated with the crafts essential in theatre.

Theatre History and Cultural Context

Students will demonstrate their knowledge of the ways in which theatre and culture have influenced each other throughout history. They will investigate how contemporary media and technology impact the creation and production of live and recorded theatrical performances. Students will focus on understanding the human experience expressed in performances of theatrical works.

Analysis, Evaluation, and Critique

Students will develop a thorough understanding of the art and craft of theatre. Students will examine, interpret, and assess the content and manner in which theatre arts express meaning. They will apply processes that involve observing, listening, reflecting, analyzing, and justifying their roles as creators, performers, technicians, and audience members. These skills are required for creating, producing, and evaluating theatrical works.

Aesthetics

The ability to make qualitative judgments in theatre arts depends upon the ability to perceive, reflect upon, and respond to theatre as an art form. Participation in a range of artistic experiences will enable students to develop an understanding of different cultural philosophies and factors that may alter perceptions. Such understandings are critical to the development of a personal philosophy of theatre that focuses on how artistic expression reflects life.

Safety

Safety must be given the highest priority in implementing the theatre arts instructional program. Students must know how to follow safety guidelines; demonstrate appropriate safety techniques; 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.

For every instructional activity, correct, safe techniques as well as wise selection of appropriate resources, materials, and theatrical experiences must be carefully considered in regard to safety. Safe facilities for instruction and performance require thorough planning, careful managing, and constant monitoring during theatre activities. Class enrollment and audience size should not exceed the designated capacity of any instructional or performance setting.

Theatre production embraces a wide range of necessary activities when mounting a performance, including rehearsal, design and implementation of technical elements, performance, and strike and cleanup. Each of these activities requires teaching and learning the safe use of equipment and facilities. The standards listed below are among those that should be followed to avoid injury or damage.

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, resilient, nonslip floor (e.g., sprung wood floor, marley floor).
- Platforms and stair units must be secured from accidental movement and have sufficient railings.
- A telephone should be available at all times, and emergency numbers 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.

Design and implementation of technical elements

- Construction of scenery, costumes, and properties should be conducted under the same conditions and according to the same practices used for career and technical education classes, 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 must be properly maintained and regularly inspected, especially for ground continuity.
- A master switch for the electrical supply to stage lighting equipment must be easily accessible.
- Amplified sound volumes must not exceed safe levels.
- All damaged and worn-out equipment must be assessed for safety issues before being used.

Performance

- Proper procedures for evacuation of the theatre should be discussed and rehearsed with cast and ushers.
- All exits must be 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.

Strike and cleanup

- Scheduling strike and cleanup immediately after the final performance, when carelessness due to fatigue may increase the risk of accidents and injuries, should be avoided.
- Strike and cleanup must be supervised by a theatre teacher with training in theatre safety.

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 standards for Theatre Arts I enable students to survey theatre arts, experience and appreciate theatrical works and performances, and participate in the creative processes of producing and performing theatre. The course emphasizes foundational concepts, ensemble work, and skill development and provides theatrical opportunities for students to determine areas of personal interest.

Performance and Production

- TI.1 The student will explore theatre as an ensemble art through group interaction by
1. developing communication strategies;
 2. proposing and selecting alternatives to solve problems while building consensus;
 3. collaborating 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 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.4 The student will apply the creative process in storytelling, playwriting, and acting by
1. creating and writing a monologue and/or scene;
 2. analyzing the physical, emotional, and social dimensions of characters;
 3. employing voice, body, and imagination in role playing;
 4. 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.6 The student will apply principles of technical theatre by
1. differentiating among the components of technical theatre;
 2. identifying the responsibilities of designers and technicians;
 3. demonstrating theatre safety practices; and
 4. practicing ethical use of available technology and other resources (e.g., music, visuals, media materials).
- TI.7 The student will examine and explain the principles of theatre management.

Theatre History and Cultural Context

- TI.8 The student will identify how theatre, television, film, and/or contemporary media reflect the culture in which they are created.
- TI.9 The student will make connections between theatre and other fields of knowledge.
- TI.10 The student will explore theatre in various historical times and various cultures by
1. researching historical and cultural information about theatre in other times and places;
 2. examining non-Western traditions in drama; and
 3. identifying theatrical activity in the community and the commonwealth.

Analysis, Evaluation, and Critique

- TI.11 The student will give, receive, and utilize constructive criticism by
1. making observations about theatrical performances, projects, and plans, using theatre arts vocabulary; and
 2. applying evaluative criteria to these observations.
- TI.12 The student will analyze selected works of dramatic literature by
1. identifying the elements of character, conflict, setting, plot, theme, and dialogue;
 2. examining the purpose and meaning of each element; and
 3. developing and applying evaluative criteria.
- TI.13 The student will analyze live performances by
1. identifying the elements of production—acting, directing, and design; and
 2. describing, analyzing, and evaluating artistic choices.
- 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.16 The student will describe how theatrical presentations can entertain, inform, and interpret the human experience.
- TI.17 The student will describe a personal response to a theatrical experience, using theatre arts vocabulary.
- TI.18 The student will explain how personal experience, culture, and current events shape personal aesthetic opinions and criteria.

Theatre Arts II: Dramatic Literature and Theatre History

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

Performance and Production

- TII.1 The student will 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.2 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. incorporate dialogue and listening skills to express character relationships;
 4. integrate personal experience into the exercises; and
 5. refine concentration, observation, imagination, and sensory memory.
- TII.3 The student will exhibit rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established standards.
- TII.4 The student will demonstrate acting skills and techniques in solo and group performances by
1. using movement, staging (blocking), pacing, and stage business;
 2. refining vocal projection and diction;
 3. choosing vocal and physical expressions that enhance characterization, conflict, and production style;
 4. refining research skills and audition techniques for characterization and script/text interpretation;
 5. incorporating psychological, historical, and social dynamics derived from information suggested by the script;
 6. incorporating suggestions from the director; and
 7. 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, staging, and rehearsing;
 2. communicating directorial choices, including pacing, mood, concept, and style; and
 3. employing ethical standards in script selection, revision/adaptation, and presentation.
- TII.6 The student will demonstrate skills and principles of technical theatre by
1. applying safety procedures;
 2. utilizing the elements of technical theatre, such as lighting, scenery, costumes, makeup, properties, and sound;
 3. making a three-dimensional model 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.7 The student will 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.
- TII.8 The student will demonstrate principles of theatre management/administration and the production process by
1. applying theatre-management components, functions, and relationships in such areas as box office, publicity/marketing, house management, stage management, and tickets; and
 2. developing a schedule and organizational plan for a selected area of theatre operation.
- 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.

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 identify major theatrical styles, including classical, Renaissance, modern, contemporary, and non-Western, including
1. identifying universal characters, situations, themes, and ideas in theatre;
 2. identifying the use of symbolism and cultural and historical clues in dramatic texts; and
 3. describing historical production designs, techniques, and performance 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.

Analysis, Evaluation, and Critique

- TII.15 The student will give, receive, and utilize constructive criticism by
1. critiquing theatrical performances, projects, plans, and ideas objectively;
 2. evaluating the artistic choices made in informal and formal productions;
 3. evaluating reviews and critiques of dramatic works; and
 4. critiquing theatrical performances outside of the school environment.
- TII.16 The student will analyze selected works of dramatic literature by
1. summarizing the playwright's intentions and message;
 2. identifying the elements of genre, style, structure, mood, language, and symbolism;
 3. demonstrating responses visually, orally, kinesthetically, or in writing, using theatre arts vocabulary; and
 4. relating dramatic themes to personal experience or current events.
- TII.17 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. comparing how common themes are expressed in the other literary genres and art forms;
 3. comparing the interpretive and emotional nature of other literary genres and art forms in specific cultures and/or periods; and
 4. describing ways in which dance, 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.20 The student will support personal aesthetic opinions and criteria, using theatre arts vocabulary.

TII.21 The student will describe, refine, and organize personal ideas about the aesthetic qualities of a theatrical work.

Theatre Arts III: Intermediate Acting and Playwriting

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

Performance and Production

- TIII.1 The student will apply rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established 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 involving voice, movement, and analysis into the rehearsal process and performance by
 - 1. initiating artistic choices to enhance performance;
 - 2. listening to other actors and responding internally as well as externally;
 - 3. creating and sustaining multidimensional characters;
 - 4. enhancing characterizations, dialogue, and action;
 - 5. demonstrating self-confidence and self-expression; and
 - 6. making artistic decisions to achieve an ensemble.
- TIII.4 The student will demonstrate the audition process by
 - 1. researching and selecting contrasting monologues by established playwrights;
 - 2. developing an understanding, interpretation, and portrayal of a character; and
 - 3. presenting memorized selections for critique.
- TIII.5 The student will demonstrate playwriting by
 - 1. conceiving a theme to convey a message;
 - 2. constructing a dramatic plot structure;
 - 3. developing a central conflict;
 - 4. developing an idea through action; and
 - 5. portraying unique, multidimensional characters.
- TIII.6 The student will demonstrate the application of theatre design by
 - 1. following safety procedures;
 - 2. rendering lighting plots, sound plots, properties, makeup, and/or costume plates for a stage or contemporary media production;
 - 3. making a two-dimensional drawing of a three-dimensional object, using scale drawings, perspective drawings, blueprints, or computer renderings to design scenery, costumes, and/or properties;
 - 4. building a scale model of a setting for a stage or contemporary media production;
 - 5. implementing solutions to technical problems; and
 - 6. analyzing and justifying design choices.

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 acting styles from a variety of historical periods by comparing and contrasting decorum, environments, manners, and portrayals of characters and situations.
- TIII.9 The student will trace the development of 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 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.11 The student will compare and contrast live performance to contemporary media performance by
1. analyzing the production methods of each; and
 2. describing the use of contemporary media and theatre in a changing world.

Analysis, Evaluation, and Critique

- TIII.12 The student will critique acting styles by
1. assessing projects, plans, or ideas;
 2. incorporating personal artistic choices into informal and formal productions; and
 3. critiquing acting styles of professional theatrical productions, using theatre arts vocabulary.
- TIII.13 The student will apply a critical methodology to playwriting by
1. comparing the components of the works of established playwrights to those found in student works;
 2. revising original student scripts; and
 3. explaining why there will be a variety of responses by audience members.
- TIII.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

- TIII.15 The student will justify personal choices regarding characterizations within the acting process.
- TIII.16 The student will compare and contrast the aesthetic ideals of two or more playwrights.
- TIII.17 The student will justify personal aesthetic criteria in response to theatrical and contemporary media performances.
- TIII.18 The student will develop personal aesthetic criteria in response to theatre design.
- TIII.19 The student will justify multiple points of view regarding the interpretation of theatrical works.

Theatre Arts IV: Advanced Acting and Directing

The standards for Theatre Arts IV 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 develop artistic criteria that are applied to performing and directing. 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 create formal and informal 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 context, cultural context, through line, and 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 apply movement skills in characterization—posture, gait, gesture, leading center, balance, poise, timing, and facial expression.
- TIV.5 The student will prepare for academic and/or professional auditions by
1. choosing and preparing contrasting one-minute and two-minute audition pieces from published works;
 2. preparing and presenting written and oral critiques of personal and peer audition pieces;
 3. developing a résumé of performance and production experience; and
 4. using established audition techniques and following 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.7 The student will direct a two-character scene, a multicharacter scene, and a one-act play for performance, including
1. selecting scripts from published and/or original works;
 2. researching the history, culture, and concept of each script;
 3. devising prompt books;
 4. establishing rehearsal and production schedules;
 5. applying established audition techniques in casting;
 6. modeling professional discipline in rehearsal and performance;
 7. conceiving and communicating a cohesive, artistic vision;
 8. creating a collaborative working relationship among cast and crew;
 9. creating and/or collaborating on designs for all production components;
 10. employing staging (blocking) to achieve focus and communicate meaning;
 11. working with actors to develop and ensure effective characterizations;
 12. overseeing technical and design responsibilities and solving related problems;
 13. meeting deadlines; and
 14. adhering to copyright and royalty requirements.

Theatre History and Cultural Context

- TIV.8 The student will research the development of the role of the director as a unifying force in a production.
- TIV.9 The student will use cultural and historical research to justify choices in directing and acting projects.

Analysis, Evaluation, and Critique

- TIV.10 The student will analyze and interpret meaning in personal theatre projects.
- TIV.11 The student will compare a variety of published criticisms of a play and evaluate findings.
- TIV.12 The student will critique performances, focusing on the acting or directing.
- TIV.13 The student will evaluate the qualities of a theatrical production that elicit an audience response, including the director's interpretation, the production elements, and the actors' abilities to sustain and project believable characterizations.
- TIV.14 The student will analyze the intentions and choices of peer directors and designers.

Aesthetics

- 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 explain how personal aesthetic criteria are applied to personal performance and direction.
- TIV.17 The student will justify personal perceptions of a 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.

Visual Arts Standards of Learning

for
Virginia
Public Schools



**Board of Education
Commonwealth of Virginia**

June 2013

Visual Arts Standards of Learning

for Virginia Public Schools

Adopted in June 2013 by the Board of Education

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Foreword

The Fine Arts Standards of Learning in this publication represent a major development in public education in Virginia. Adopted in June 2013 by the Virginia Board of Education, these standards emphasize the importance of instruction in the fine arts—dance arts, music, theatre arts, and visual arts—and, therefore, are an important part of Virginia’s efforts to provide challenging educational programs in the public schools. Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems resourcefully, make informed judgments, work cooperatively within groups, appreciate different cultures, exercise imagination, and be creative.

The Fine Arts Standards of Learning were developed through the efforts of classroom teachers, curriculum specialists, administrators, college faculty, professional artists, fine arts organization representatives, and museum personnel. These persons assisted the Department of Education in developing and reviewing the draft documents. Opportunities for citizens to make comments with respect to the standards documents were provided through public hearings that were held at several sites across the state.

The Fine Arts Standards of Learning are available online for teachers to use in developing curricula and lesson plans to support the standards. The standards state the minimum requirements in the fine arts, setting reasonable targets and expectations for what teachers need to teach and students need to learn. The standards set clear, concise, measurable, and rigorous expectations for young people. Schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students.

A major objective of Virginia’s educational agenda is to provide the citizens of the commonwealth with a program of public education that is among the best in the nation and that meets the needs of all young people in the commonwealth. These Fine Arts Standards of Learning support the achievement of that objective.

Introduction

The Visual Arts Standards of Learning identify the essential knowledge and skills required in the visual arts curriculum for each grade level or course in Virginia’s public schools. The standards 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; Art History and Cultural Context; Analysis, Evaluation, and Critique; 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. Through the mastery of visual arts concepts and acquisition of visual arts skills, the goals for visual arts education are realized. A comprehensive visual arts program provides students with multiple means of expression as well as analytical skills to evaluate information that is conveyed 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 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 select instructional strategies and assessment methods appropriate for their students. Teachers 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 healthy manner.
- Demonstrate understanding of 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 artistic production.
- Interpret, reflect on, and evaluate the characteristics, purposes, and merits of personal work and the work of others.
- Identify, analyze, and apply criteria for making visual aesthetic judgments of 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 ethical practices, to include following copyright and royalty requirements when exhibiting art, producing art, or 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, images, and themes in works of art. They will develop fluency in visual communication, as well as verbal and written communication, using art vocabulary and concepts. Through art production, students will express meaning and values in two-dimensional and three-dimensional art forms and gain respect for their own work and the work of others. Students will demonstrate safe and ethical practices when using art materials, tools, techniques, and processes.

Art History and Cultural Context

By investigating works of art from different times and places, students will develop an understanding that art and culture shape and reflect each other. Through the study of works of art and the people who created them, students will understand the role of visual arts in communicating diverse cultural beliefs and ideas.

Analysis, Evaluation, and Critique

Students will examine works of art and make informed judgments about them based on established visual arts criteria. Through the understanding of visual arts concepts and processes, 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 creating and exhibiting their works of art.

Aesthetics

Students will analyze and reflect on 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 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 visual arts instructional program. Students must understand the rationale for safe practices and guidelines and must demonstrate appropriate classroom safety techniques, including the safe use of materials, equipment, tools, and art spaces while working individually and in groups. Teachers are responsible for ensuring that students know why some materials and practices are unsafe.

Correct and safe techniques, as well as the wise selection of resources, materials, and equipment appropriate 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 managing, and constant monitoring during art-making activities. Class enrollment should not exceed the designated capacity of the room.

Prior to using hazardous art materials in an instructional activity, teachers must be knowledgeable about their properties, use, storage, and proper disposal. 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 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, 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 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 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. 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 works of art throughout the school year in different contexts and venues and for various purposes. Exhibiting their 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)
- 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 the foundation for further visual arts instruction. The standards place emphasis on cognitive, affective, sensory, and motor development, using a problem-solving approach. Students 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 come to understand that their works of art are unique and valuable as forms of self-expression.

Visual Communication and Production

- K.1 The student will create works of art that represent personal responses to art-making problems.
- K.2 The student will create works of art that express feelings and ideas.
- K.3 The student will follow a sequence of steps used in creating works of art.
- K.4 The student will create works of art that commemorate personal or community events.
- K.5 The student will create works of art that connect to everyday life.
- K.6 The student will create works of art that include the human figure as subject matter.
- K.7 The student will identify and use the following in works of art:
 - 1. Color—red, blue, yellow, green, orange, violet, brown, black, white
 - 2. Line—straight/curved, thick/thin, long/short, up/down/across
 - 3. Shape—circle, square, triangle, rectangle, oval
 - 4. Texture—visual, tactile
 - 5. Pattern—occurring naturally, made by people
- K.8 The student will recognize that objects occupy space.
- K.9 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.11 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.

Art History and Cultural Context

- K.12 The student will identify people who make art as “artists.”
- K.13 The student will identify purposes for creating works of art.
- K.14 The student will describe the concept that people in all cultures create works of art.

Analysis, Evaluation, and Critique

- K.15 The student will describe and respond to works of art.
- K.16 The student will classify objects in the environment by their visual qualities (e.g., color, texture, line, shape, pattern).

Aesthetics

- K.17 The student will select a preferred work of art and explain why it was chosen.

K.18 The student will 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, 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 learn that people have different responses to works of art.

Visual Communication and Production

- 1.1 The student will examine a variety of solutions to art-making problems.
- 1.2 The student will describe steps used in the creation of works of art.
- 1.3 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 depict personal experiences in works of art.
- 1.7 The student will identify and use the following in works of art:
 - 1. Color—primary
 - 2. Line—zigzag, dotted, wavy, spiral
 - 3. Shape—geometric, organic
 - 4. Pattern—alternating, 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.
- 1.10 The student will demonstrate the use of size relationships in works of art.
- 1.11 The student will create observational drawings of people and objects in the environment.
- 1.12 The student will use motor skills (e.g., cutting, modeling, molding, tearing, weaving) to create two- and three-dimensional works of art.

Art History and Cultural Context

- 1.13 The student will describe how art is an integral part of one's culture.
- 1.14 The student will identify American cultural symbols and events depicted in art.
- 1.15 The student will describe similarities and differences among various careers in the visual arts.

Analysis, Evaluation, and Critique

- 1.16 The student will describe the visual qualities and content of works of art.
- 1.17 The student will describe similarities and differences among works of art.
- 1.18 The student will explain why viewers may have different responses to works of art.

Aesthetics

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

Grade Two Visual Arts

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

Visual Communication and Production

- 2.1 The student will generate a variety of solutions to art-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.
- 2.4 The student will create works of art inspired by a variety of concepts, themes, and literary sources.
- 2.5 The student will identify and use the following in works of art:
 - 1. Color—secondary
 - 2. Form—three-dimensional (cube, cylinder, sphere, pyramid, cone)
 - 3. Line—vertical, horizontal, diagonal
 - 4. Shape—geometric, organic
 - 5. Pattern—complex alternating and repeating
- 2.6 The student will use foreground and background in works of art.
- 2.7 The student will depict objects according to size and proportion within works of art.
- 2.8 The student will use observational drawing in preparation for creating works of art.
- 2.9 The student will create works of art from observation.
- 2.10 The student will create three-dimensional works of art, using a variety of materials to include clay.

Art History and Cultural Context

- 2.11 The student will identify symbols from various cultures.
- 2.12 The student will identify works of art and elements of architecture of other cultures.
- 2.13 The student will compare works of art, elements of architecture, and artifacts of other cultures with those of their culture.
- 2.14 The student will recognize careers related to the art media used in instruction.

Analysis, Evaluation, and Critique

- 2.15 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.
- 2.17 The student will interpret ideas and feelings expressed in personal and others' works of art.

Aesthetics

- 2.18 The student will distinguish between objects that occur naturally and objects made by people.
- 2.19 The student will identify public art and its value to the community.

- 2.20 The student will describe the meanings communicated and feelings evoked by works of art.
- 2.21 The student will explain ways that the art of a culture reflects its people's attitudes and beliefs.

Grade Three Visual Arts

The standards for Grade Three Visual Arts emphasize learning through inquiry. Students examine aspects of the artistic process: idea generation, problem solving, and self-assessment. Students investigate the integral role of art and architecture within various cultures, and they combine knowledge of 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 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.
- 3.3 The student will identify craftsmanship in works of art.
- 3.4 The student will use imaginative and expressive strategies to create works of art.
- 3.5 The student will develop ideas inspired by a variety of sources, including print, nonprint, and contemporary media, for incorporation into works of art.
- 3.6 The student will create works of art that communicate ideas, themes, and feelings.
- 3.7 The student will use the following in works of art:
 - 1. Color—intermediate, warm, cool
 - 2. Space—positive, negative
 - 3. Balance—symmetry, asymmetry, radial
 - 4. Contrast
 - 5. Pattern—motifs
- 3.8 The student will use organic and geometric shapes in observational drawing.
- 3.9 The student will identify and use foreground, middle ground, and background in two-dimensional works of art.
- 3.10 The student will use subtractive and additive processes in various media, including clay, to create sculptures.

Art History and Cultural Context

- 3.11 The student will identify how works of art and craft reflect times, places, and cultures.
- 3.12 The student will identify distinguishing characteristics of genres of art, including landscape, seascape, and cityscape.
- 3.13 The student will 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.
- 3.16 The student will compare and contrast art and architecture from other cultures.
- 3.17 The student will identify common characteristics of various art careers.

Analysis, Evaluation, and Critique

- 3.18 The student will analyze and interpret portrait, landscape, still life, and narrative works of art.
- 3.19 The student will analyze personal works of art, using elements of art and principles of design.

3.20 The student will express informed judgments about works of art.

Aesthetics

3.21 The student will describe the difference between art and non-art objects.

3.22 The student will determine reasons why art has quality and value.

3.23 The student will develop and describe personal reasons for valuing works of art.

Grade Four Visual Arts

The standards for 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 explore a range of art materials, subject matter, and ideas in their personal works of art. Students examine the influence of art of the past on contemporary culture.

Visual Communication and Production

- 4.1 The student will use steps of the art-making process, including brainstorming, preliminary sketching, planning, and reflecting, to generate ideas for and create 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.
- 4.4 The student will create works of art that connect ideas, art forms, or cultural themes to personal experiences.
- 4.5 The student will 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 analyze how line choices affect the intent of a work of art and make selections accordingly.
- 4.7 The student will make artistic choices to create compositional unity in works of art.
- 4.8 The student will 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.
- 4.10 The student will describe and use hand-building techniques to make a ceramic work of art.
- 4.11 The student will use craft techniques in works of art.

Art History and Cultural Context

- 4.12 The student will describe the roles of crafts and artisans in various cultures.
- 4.13 The student will describe artists and their work.
- 4.14 The student will compare and contrast characteristics of diverse cultures depicted in works of art.
- 4.15 The student will identify a variety of artists and art careers.

Analysis, Evaluation, and Critique

- 4.16 The student will identify ways that works of art from popular culture reflect the past and influence the present.
- 4.17 The student will compare and contrast abstract, representational, and nonrepresentational works of art.

- 4.18 The student will analyze works of art based on visual properties and contextual information.
- 4.19 The student will interpret works of art for multiple meanings.

Aesthetics

- 4.20 The student will describe how personal beliefs influence responses to works of art.
- 4.21 The student will formulate questions about aesthetic aspects of works of art.
- 4.22 The student will explain how criteria used to assess the value of art may vary from one culture to another.
- 4.23 The student will explain preferences for works of art by responding to aesthetic questions.

Grade Five Visual Arts

The standards for Grade 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. Students 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

- 5.1 The student will use steps of the art-making process, including brainstorming, preliminary sketching, planning, reflecting, and refining, to synthesize ideas for and create works of art.
- 5.2 The student will execute and complete works of art with attention to detail and craftsmanship.
- 5.3 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.
- 5.5 The student will use the 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
- 5.6 The student will use atmospheric perspective in works of art.
- 5.7 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.
- 5.9 The student will use contemporary media to create works of art.
- 5.10 The student will create 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.

Art History and Cultural Context

- 5.12 The student will examine the influence of historic events on works of art.
- 5.13 The student will describe similarities and differences among art and artists from a variety of cultures.
- 5.14 The student will compare and contrast contemporary and historical works of art, including architecture.
- 5.15 The student will describe how artists contribute to society.
- 5.16 The student will describe various commercial art careers.

Analysis, Evaluation, and Critique

- 5.17 The student will compare and contrast natural and constructed environments.

- 5.18 The student will analyze and interpret works of art based on visual properties and context.
- 5.19 The student will analyze an artist's point of view based on contextual information.
- 5.20 The student will use specific criteria to evaluate a finished product.

Aesthetics

- 5.21 The student will describe how criteria used to assess the value of art may vary over time.
- 5.22 The student will select a preferred work of art and defend the selection.
- 5.23 The student will compare and contrast objects 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 Grade 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 investigate a variety of ideas for creating art. Through critical analysis and evaluation, students determine how artists convey meaning through the use of forms, media, and symbols.

Visual Communication and Production

- 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 examine and apply ethical decisions in art making.
- 6.5 The student will use elements of art and principles of design, including the following, to express 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 a variety of perspective techniques to create the illusion of space in works 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 use modeling, assembling, or carving to create three-dimensional works of art.

Art History and Cultural Context

- 6.9 The student will identify the components of an artist's style, including materials, design, technique, subject matter, and purpose.
- 6.10 The student will examine the role of crafts in society.
- 6.11 The student will describe ways artists contribute to society through their work.
- 6.12 The student will explain various types of collaborative art careers.

Analysis, Evaluation, and Critique

- 6.13 The student will explain the relationship between art-making processes and finished products.
- 6.14 The student will use critical inquiry skills when describing, responding to, interpreting, and evaluating works of art.
- 6.15 The student will describe ideas and emotions expressed in works of art.

Aesthetics

- 6.16 The student will identify how visual language communicates personal meaning.
- 6.17 The student will respond to questions about why artists create works of art.
- 6.18 The student will describe the manner in which the beliefs and values of a viewer may influence ideas and feelings about works of art.
- 6.19 The student will explain the means by which works of art evoke personal sensory, emotional, and aesthetic responses.

Grade Seven Visual Arts

The standards for Grade Seven Visual Arts continue the exploration, analysis, and investigation of the creative process. 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 develop critical inquiry skills and expand their vocabulary as they explore the meaning of works of art through the evaluation of subject matter, themes, and symbols. Students 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 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 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.
- 7.4 The student will communicate ideas, experiences, and narratives through the creation of works of art, using traditional and contemporary media.
- 7.5 The student will explain and apply ethical decisions in art making.
- 7.6 The student will apply elements of art and principles of design, including 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
- 7.7 The student will use a variety of compositional techniques, including perspective, to create the illusion of space within the picture plane.
- 7.8 The student will apply a variety of techniques in observational and expressive drawing.
- 7.9 The student will create three-dimensional works of art, using various processes to include clay hand-building techniques.

Art History and Cultural Context

- 7.10 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.
- 7.12 The student will identify the uses and impact of persuasive techniques (e.g., selection of images, design, type, media) in print and contemporary media.
- 7.13 The student will compare and contrast various visual arts careers in relation to career preparation.

Analysis, Evaluation, and Critique

- 7.14 The student will identify subjects, themes, and symbols as they relate to meaning in works of art.
- 7.15 The student will apply processes of art criticism to evaluate works of art.

- 7.16 The student will compare and contrast the processes artists use to create works of art.
- 7.17 The student will analyze, interpret, and evaluate works of art, based on personal and contextual information.

Aesthetics

- 7.18 The student will analyze and reflect on the purposes and meaning of art.
- 7.19 The student will describe personal responses to visual qualities of works of art.
- 7.20 The student will interpret ways that social and cultural beliefs can influence responses to works of art.

Grade Eight Visual Arts

The standards for Grade Eight Visual Arts focus on the application and synthesis of previously learned concepts and more complex technical skills as 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) in the art-making process. Students make conscious choices of media, processes, and techniques for expressive purposes in the creation of original works of art. 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 philosophy of art. Students make connections between their prior art experiences and other fields of knowledge.

Visual Communication and Production

- 8.1 The student will plan for and reflect on the art-making process, using a sketchbook/journal.
- 8.2 The student will 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 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 independently make ethical decisions in art making.
- 8.8 The student will select elements of art and 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
- 8.9 The student will combine a variety of compositional techniques to create the illusion of space within the picture plane.
- 8.10 The student will use observational and expressive drawing techniques to demonstrate multiple viewpoints (e.g., above, below, front, back).
- 8.11 The student will create three-dimensional works of art by combining a variety of techniques and processes.

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 compare and contrast works of art according to medium, period, style, and artist.
- 8.14 The student will identify the roles of artists in society.

Analysis, Evaluation, and Critique

- 8.15 The student will analyze 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 communicate how personal experiences influence critical interpretations and evaluations of works of art.
- 8.18 The student will critique personal work and the work of others.

Aesthetics

- 8.19 The student will formulate a working definition of *art*.
- 8.20 The student will analyze purposes, values, and meanings of works of art.
- 8.21 The student will describe and justify personal responses to visual qualities in works of art.
- 8.22 The student will formulate a definition of *aesthetics* as related to art.

Art I: Art Foundations

The standards for Art I emphasize the development of the ability to recognize visual arts content, concepts, and skills needed to create, discuss, and understand original works of art. Students use art-making processes to communicate ideas and personal life experiences. They maintain portfolios documenting their artistic growth. They select representative work to take to the next level of study.

Visual Communication and Production

- AI.1 The student will maintain and use a process art portfolio (e.g., sketchbook/journal and working portfolio) for planning and as a resource in the art-making process.
- 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 describe and demonstrate craftsmanship (artisanship) in works of art.
- AI.5 The student will employ a variety of subject matter, including cultural or social concepts, to express ideas in original works of art.
- AI.6 The student will use a variety of traditional and contemporary media (e.g., two-dimensional, three-dimensional, multidimensional) to create works of art.
- AI.7 The student will adhere to ethical choices when creating works of art and design.
- AI.8 The student will select and apply elements of art and 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 use a variety of drawing media and processes to create observational and expressive works of art.

Art History and Cultural Context

- AI.11 The student will analyze major art movements and influential artists according to events, places, cultures, and historical periods.
- AI.12 The student will identify technological developments in the visual arts.
- AI.13 The student will analyze works of art as representational, abstract, or nonrepresentational, including nonobjective and conceptual.
- AI.14 The student will describe how the design process is used in various careers.

Analysis, Evaluation, and Critique

- AI.15 The student will use art criticism skills to interpret, analyze, and evaluate 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.

Aesthetics

- AI.19 The student will articulate the difference between personal preference and informed judgment when discussing works of art.
- AI.20 The student will describe aesthetic qualities found in works of art.
- AI.21 The student will analyze the functions, purposes, and perceived meanings of works of design.
- AI.22 The student will formulate a definition for *art* and defend that definition in relation to objects in the world.
- AI.23 The student will use personal criteria when making visual aesthetic judgments.

Art II: Intermediate

The standards for Art II help students extend and refine the ability to investigate and respond to the visual arts. Students examine the importance of content, concepts, and skills involved in the creation of original works of art and design. Students continue to maintain 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 process art portfolio to include preliminary sketches, completed works, critical writings, and class notes.
- AII.2 The student will make critical and reflective choices to create works of art.
- AII.3 The student will demonstrate proficiency and craftsmanship (artisanship) in the use of 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.5 The student will use contemporary media, tools, and processes to create works of art.
- AII.6 The student will express personal beliefs and values in works of art.
- AII.7 The student will apply and justify ethical choices when creating works of art and design.
- AII.8 The student will employ elements of art, principles of design, and a variety of 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.11 The student will select, prepare, and submit works of art for exhibition.

Art History and Cultural Context

- AII.12 The student will identify historical and contemporary works of art and artistic developments.
- AII.13 The student will examine and discuss social, political, economic, and cultural factors that influence works of art and design.
- AII.14 The student will describe traditional and nontraditional media and subject matter in works of art in relation to historical and contemporary meaning.
- AII.15 The student will identify common characteristics of works of art and design that are presented as a series or sequence.
- AII.16 The student will describe various art-related, postsecondary educational and career opportunities.

Analysis, Evaluation, and Critique

- AII.17 The student will use art criticism skills when analyzing, interpreting, and evaluating personal and professional works of art and design.
- AII.18 The student will participate in art criticism processes based on one or more established models.
- AII.19 The student will 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).

Aesthetics

- AII.22 The student will describe how the perception of quality in works of art shifts over time.
- AII.23 The student will demonstrate the ability to reflect on and analyze personal responses to works of art and design.
- AII.24 The student will describe personal responses to aesthetic qualities found in works of art and design.
- AII.25 The student will investigate how art and design can be viewed from a variety of aesthetic stances/theories.

Art III: Advanced Intermediate

The standards for Art III continue to emphasize the acquisition of concepts and development of skills as well as enable students to organize and analyze visual arts content. Students increasingly focus on art history, critical evaluation, and aesthetics as well as creative problem solving. Study at this level affords students the opportunity to develop personal directions in the production of their works of art or to further their academic study in the visual arts. Students add works of art and other products to their portfolios to take to the next level of study.

Visual Communication and Production

- AIII.1 The student will develop an area of concentration through the maintenance of a portfolio containing works of art objectively selected on the basis of technical skill, personal style, direction, and intended purpose.
- AIII.2 The student will maintain a process art portfolio that demonstrates research, fluency of ideas, flexibility of thought, connections, concepts, media exploration, and processes.
- AIII.3 The student will demonstrate skill, 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 the artistic process to develop and inform artistic vision/voice.
- AIII.5 The student will create a series or sequence of related works of art.
- AIII.6 The student will demonstrate originality, fluency, commitment to tasks, and openness to new ideas in the creation of works of art and design.
- AIII.7 The student will select art-making media and techniques to create personal works of art.
- AIII.8 The student will practice ethics in all aspects of art making and designing.
- AIII.9 The student will present and exhibit works of art as part of the artistic process, including selecting and preparing works and writing supporting documentation and reflective statements.

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.11 The student will research and analyze artists, art styles, and cultures that 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 and their related cultures.
- AIII.14 The student will analyze the ways that form and function of historical and contemporary art and design have changed over time.
- AIII.15 The student will analyze a selected career in the visual arts, identifying the training, skills, and plan of action necessary for realizing such a professional goal.

Analysis, Evaluation, and Critique

- AIII.16 The student will compare and contrast two or more points of view when interpreting works of art.

- AIII.17 The student will interpret works of art for symbolic and metaphorical meanings.
- 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 use a critique process (formative, peer-to-peer, self-reflective, summative) to reflect on and inform personal artistic vision/voice.
- AIII.20 The student will view art exhibitions and write reflections about them.

Aesthetics

- AIII.21 The student will describe how the purpose of works of art shifts over time.
- AIII.22 The student will analyze how the attributes of works of art and design may evoke viewer response.
- AIII.23 The student will compare and contrast the aesthetics 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 explain the functions and purposes of personal works of art.

Art IV: Advanced

The standards for Art IV 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. The student-directed approach at this level richly enhances personal expressive abilities. An advanced level of performance that reflects critical and independent thinking and innovation is expected. Students continue to maintain process art portfolios. The culminating portfolio must 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 process art portfolio that demonstrates independent research and development directly related to 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 skills developed over time.
- AIV.3 The student will use the artistic process to refine and inform artistic vision/voice.
- AIV.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 innovative skills and craftsmanship (artisanship) in applying media, techniques, and processes when creating works of art.
- AIV.6 The student will select subject matter, symbols, images, and media to communicate ideas and themes.
- AIV.7 The student will select art-making media and techniques to support personal, creative intentions.
- AIV.8 The student will assume personal responsibility and demonstrate integrity in making ethical decisions as they apply to art making and designing.
- AIV.9 The student will exhibit works of art as part of the artistic process, including selecting and preparing works and writing supporting documentation and reflective statements.

Art History and Cultural Context

- AIV.10 The student will describe how art and culture reflect and influence each other.
- AIV.11 The student will analyze the impact of historical and/or contemporary art on the development of personal style.
- AIV.12 The student will investigate and describe careers in the visual arts in relation to personal skills, artistic aptitudes, and interests.

Analysis, Evaluation, and Critique

- AIV.13 The student will interpret works of art, including personal work, in order to construct meaning.
- AIV.14 The student will analyze contrasting reviews of art exhibitions or works of art.
- AIV.15 The student will view art exhibitions and write personal criticisms about them.
- AIV.16 The student will conduct a criteria-based portfolio review.

Aesthetics

- AIV.17 The student will explain how personal experiences and values affect aesthetic responses to works of art.
- AIV.18 The student will explain aesthetic positions regarding personal works of art.
- AIV.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.