DRAFT

Fine Arts Standards of Learning

for Virginia Public Schools

Board of Education
Commonwealth of Virginia

October 26, 2005

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Dance Arts
Standards of Learning

Introduction

The Dance Arts Standards of Learning identify the content and skills required as essential components of the dance arts curriculum through the middle school and core high school courses. The standards are designed to be cumulative and progress in complexity by course from the middle school through the secondary level.

Throughout a student's dance arts education, specific content strands or topics are included. These strands are performance and production, cultural context and dance history, judgment and criticism, and aesthetics. It is through the acquisition of these concepts, content, and skills that the goals for the dance arts can be realized. A comprehensive dance arts program provides students with the ability to develop 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.

The Dance Arts Standards of Learning provide a foundation for dance study at middle and high school levels and suggest the minimum criteria for a comprehensive dance education program. The standards are readily applicable to a variety of dance techniques and styles, including ballet, modern, jazz, and the dance of world cultures. Teachers will consistently model appropriate use of copyrighted and royalty-protected materials. ~~Teachers~~ They are encouraged to go beyond the standards and develop instructional processes that exceed these minimum criteria.

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;
- Creatively solve choreographic problems 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;
- Understand dance within the contexts of history, culture, and other art forms, and the role of dance as a vehicle for human expression;
- Develop observation and critical thinking skills for the evaluation of dance works and their impact on society;
- Make connections between dance arts and other fields of knowledge, including awareness of the impact of technology on dance creativity and performance;
- Understand the variables of culture and experience that shape the aesthetics of individuals and societies; ~~and~~
- Articulate personal aesthetic preferences and apply aesthetic criteria to the creation and evaluation of dance works~~.~~; and
- Develop awareness of copyright and royalty requirements for productions.

Strands

Performance and Production

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

Cultural Context and Dance History

Students will understand dance arts within the contexts of culture and history. Students will examine the interrelationship of current events, developing technologies, 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 human experience.

Judgment and Criticism

Criticism in dance arts is based upon a thorough understanding of artistry and craft. Students will employ the processes of observing, listening, responding, reflecting, analyzing, interpreting, and evaluating while studying the dance arts. Through thoughtful examination, students will articulate an objective evaluation of dance works by analyzing the creative elements and the dance production 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, or intellectual response. Students must recognize the implementation of choreographic and production elements in performance in order to analyze their response and relate that response to the dance experience. Students will gain insight into different cultural perspectives and the factors that shape aesthetic responses.

~~Dance Safety~~ Dance Arts Safety

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

Structurally sound training techniques, as well as wise selection of appropriate resources, materials, and dance experiences must be considered carefully for every instructional activity. Safe facilities for instruction and performance require careful planning, management, and the monitoring of student activities. Class enrollments and audience size must remain within the designed capacity of any instructional or performance setting.

Studio Safety in the Dance Instruction Setting

1. Every effort should be made to provide an instructional site appropriate to dance instruction.

2. Students should be instructed in proper studio rules, dress, and etiquette that provide a safe educational environment.

3. Instructors should stress safe technical practices for their students, including
   - emphasizing the importance of correct alignment and technical skills to minimize the risk of injury while enhancing technical accomplishment; and
   - selecting appropriate movement material to provide technical challenges with a minimum of risk to the student's physical safety.

Theatre Safety in the Dance Performance Setting

Dance production embraces a wide range of activities necessary for a successful performance, including
- design and implementation of lighting, costumes, properties, sound, and scenery;
- technical rehearsals with cast and crew;
- performances with audiences; and
- strike and clean-up of production materials upon completion of performance run.

Each of these activities requires knowledgeable teachers who are prepared to teach the safe use of equipment and facilities. The standards listed below are among those that should be followed to avoid damage or injury:

1. Technical elements designed and implemented according to safety guidelines
   - Stage curtains and drapes should have a flameproof rating and current certification.
   - Stage lighting circuits, dimmers, and fixtures should be properly maintained and regularly inspected (especially for ground continuity).
   - There should be a master switch for the electric supply for stage lighting equipment.
   - Amplified sound volumes should not exceed safe levels.
   - Damaged and worn out equipment should be immediately removed from service.
   - When dance productions require the construction of costumes, properties, and/or scenery, these activities should be conducted under the same conditions and practices used in industrial arts classrooms, including appropriate personal safety equipment such as gloves, goggles, hearing protectors, and dust masks.
   - Stage floor surfaces should be smooth, resilient, not slippery, and free of obstructions.

2. Rehearsals for cast and crew and performances with audiences
   - Technical rehearsals and performances should be staffed with a stage manager, production manager, and/or technical director.
   - A telephone with a direct outside line and emergency numbers posted nearby should be conveniently located in the theatre and studio settings.
   - Exits must be clear and unobstructed at all times.
   - Proper procedures for evacuation of the theatre should be discussed and rehearsed with cast and ushers.
   - During periods of occupancy, no exit door should be locked, chained, or obstructed from opening freely inside the theatre.
   - Exit and emergency lights must be in good operating condition.
   - Fire extinguishers must be well-maintained and available at all times. Appropriate school personnel should be trained in their use.
   - Reasonable access to changing facilities and restrooms should be provided for performers.

3. Strike and clean-up
   - Avoid scheduling strike and clean-up immediately after the final performance when fatigue and carelessness can result in accidents and injuries.
   - Strike and clean-up must be supervised by an adult with training in theatre safety (usually the technical director).

Middle School
Exploratory Dance Arts

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

Performance and Production

DM.1 The student will demonstrate correct alignment while performing axial movements, including bending, twisting, swinging, and stretching.

DM.2 The student will demonstrate correct alignment while performing basic locomotor sequences, including walking, running, hopping, jumping, leaping, galloping, skipping, and sliding.

DM.3 The student will develop dance technique skills and movement vocabulary through replication.

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 recognize incorrect performance of physical skills that can result in injury.

DM.6 The student will develop personal movement invention using improvisational skills, including imitation, mirroring, and shadowing.

DM.7 The student will create and perform short choreographic studies that manipulate the elements of space, shape, time, rhythm, energy, and effort.

DM.8 The student will collaboratively create and perform short choreographic studies that use simple compositional forms, including unison, theme and variation, and canon.

DM.9 The student will rehearse choreographed dances and execute those dances in performance.

DM.10 The student will
1. identify and use safety procedures in all dance settings; and
2. use proper care with theatre facilities, equipment, and costumes.

DM.11 The student will participate in production activities for dance performance (e.g., publicity, running crew, costume care, strike and clean-up).

Cultural Context and Dance History

DM.12 The student will identify similarities and differences in dance styles from different cultures and historical periods.

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

DM.14 The student will identify dance as a form of expression, communication, ceremony, and entertainment.

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

DM.16 The student will identify various dance professions.

Judgment and Criticism

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

DM.18 The student will view live and recorded dance performances and describe the similarities and differences in composition and style through oral and written responses.

Aesthetics

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

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

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

Dance I

The content of the Dance I standards is designed to provide students with a survey of the dance arts. The course places emphasis on physical and creative skill development while providing opportunities to experience and appreciate dance performance. Historical and cultural studies expand the students' understanding of dance as a vital contribution to society while developing cognitive foundations from which to evaluate dance. Students are encouraged to identify personal areas of interest within the various fields embraced by the dance arts.

Performance and Production

DI.1 The student will demonstrate correct alignment while standing in a variety of dance shapes and while moving through space.

DI.2 The student will develop dance technique skills and movement vocabulary, including strength, flexibility, coordination, endurance, balance, and replication.

DI.3 The student will perform extended movement sequences that employ a variety of space, shape, time, rhythm, energy, and effort requirements.

DI.4 The student will demonstrate performance practices (e.g., warm-up, cool-down, nutritional awareness, hydration) and identify the relationship between incorrect execution of physical skills and dance injuries.

DI.5 The student will develop personal movement invention and improvisation skills.

DI.6 The student will develop movement invention skills to express emotional and/or narrative content.

DI.7 The student will create choreographic studies for solo, duets, or trios which
1. manipulate the elements of space, shape, time, rhythm, energy, and effort to communicate choreographic intent;
2. demonstrate the elements of composition, including unity, variety, intent, development, climax, and resolution; and
3. use a variety of compositional forms, including unison, theme and variation, canon, ABA, and rondo~~, and theme and variation~~.

DI.8 The student will demonstrate a range of performance skills, including rhythmic and movement accuracy in performance.

DI.9 The student will
1. identify and use safety procedures in all dance settings; and
2. use proper care with theatre facilities, equipment, and costumes.

DI.10 The student will participate in various production support roles for dance performance (e.g., publicity, house management, costume crew, lighting crew, running crew, strike and clean-up~~, ushering~~).

Cultural Context and Dance History

DI.11 The student will identify periods, styles, and artists that have 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 according to past and present world cultures, styles, periods, and~~/or~~ artists.

DI.13 The student will identify, research, and discuss how dance reflects and records history and culture.

DI.14 The student will identify various dance-related professiona~~ls~~s, including studio personnel, production personnel, and collaborating artists.

DI.15 The student will demonstrate skill in communicating information by researching current dance institutions in the community and the commonwealth.

Judgment and Criticism

DI.16 The student will describe, interpret, and evaluate dance works for choreographic, performance, and production elements using appropriate dance arts vocabulary and terminology.

DI.17 The student will view dance performance compared to other art forms (e.g., visual arts, music, film, theatre, literature) and analyze similarities, differences, and the expression of common themes through oral and written responses.

DI.18 The student will discuss artistic choices in composition and performance using appropriate dance arts vocabulary and terminology.

DI.19 The student will identify the role of the dance critic.

Aesthetics

DI.20 The student will view dance performances and discuss the elements of choreography, performance, music, costuming, and lighting design within each dance work that evoke aesthetic responses.

DI.21 The student will discuss how personal experience, culture, and current events shape individual aesthetic preferences.

DI.22 The student will identify aesthetic characteristics within various dance styles.

DI.23 The student will identify how the aesthetics of a culture influence dance arts.

Dance II

The content of the Dance II standards is designed to integrate and build upon concepts and skills from Dance I. Students increase their range of physical skills through disciplined study of dance technique. Dance improvisation and composition studies expand students' creativity and choreographic craftsmanship. Students also develop performance and production skills. Students refine 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 developing awareness of the diversity that exists within the art form, students identify a personal aesthetic and criteria for evaluating the dance arts.

Performance and Production

DII.1 The student will maintain correct alignment while performing complex movement sequences.

DII.2 The student will develop dance technique skills and movement vocabulary, including strength, flexibility, coordination, endurance, balance, replication, kinesthetic awareness, and self-evaluation.

DII.3 The student will perform a variety of complex movement sequences that employ a wide range of space, shape, time, rhythm, energy, and effort requirements.

DII.4 The student will identify implications for performance and injury prevention resulting from variations in physical structure and individual choices regarding health and wellness ~~benefits and limitations resulting from variations in physical structure, including the implications for 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 choreograph dances for small groups that
1. demonstrate manipulation and development of movement phrases;
2. use a variety of compositional elements; and
3. use a variety of compositional forms.

DII.7 The student will demonstrate a range of performance skills, including dynamics, musicality, movement execution, and choreographic intent in performance.

DII.8 The student will
1. identify and use safety procedures in all dance settings; and
2. use proper care with theatre facilities, equipment, and costumes.

DII.9 The student will participate in various production roles that involve leadership or design responsibilities for dance performance (e.g., choreographer, costume designer, stage manager, house manager, public relations).

Cultural Context and Dance History

DII.10 The student will identify periods, styles, and artists who have contributed to the development of dance as a concert art form from the 1900s to the present.

DII.11 The student will identify, research, and discuss the effects of dance as an art form on individuals, groups, and cultures.

DII.12 The student will research a variety of careers in ~~that support~~ the dance profession, including performers, choreographers, management and production personnel, collaborating artists, health professionals, and dance scholars.

DII.13 The student will examine and discuss the impact of technology on the art of dance through time.

DII.14 The student will demonstrate skill in communicating information by researching current dance institutions in the community, commonwealth, and world.

Judgment and Criticism

DII.15 The student will describe, interpret, and evaluate in oral and written form, criteria that affect quality in a dance and the realization of choreographic intent, including

1. development of movement phrases;
2. elements of composition and compositional form;
3. technical skill of the performers;
4. production elements; and
5. impact of the dance performance as a whole.

DII.16 The student will discuss ways in which other art forms (e.g., visual arts, music, film, theatre, literature) and technology can contribute to dance performance.

DII.17 The student will discuss, analyze, and evaluate artistic choices in composition and performance using appropriate dance arts vocabulary and terminology.

DII.18 The student will identify the role of the dance critic and compare and contrast a variety of dance critiques.

Aesthetics

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

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

DII.21 The student will analyze and articulate personal aesthetic and the criteria upon which that aesthetic is based using appropriate dance arts vocabulary and terminology.

DANCE ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Middle School Exploratory Dance Arts

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
DM.1	✔										
DM.2	✔										
DM.3	✔										
DM.4	✔										
DM.5		✔							✔		
DM.6	✔										
DM.7	✔										
DM.8	✔										
DM.9	✔										
DM.10	✔										
DM.11	✔										
DM.12	✔										
DM.13	✔										
DM.14	✔										
DM.15	✔										

Middle School Exploratory Dance Arts
Page 2

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
DM.16	✔										
DM.17	✔										
DM.18	✔										
DM.19	✔										
DM.20	✔										
DM.21	✔										

DANCE ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Dance Arts I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
DI.1	✔										
DI.2	✔										
DI.3	✔										
DI.4		✔							✔		
DI.5	✔										
DI.6	✔										
DI.7		✔							✔		
DI.8	✔										
DI.9	✔										
DI.10		✔							✔		
DI.11	✔										
DI.12		✔							✔		
DI.13	✔										
DI.14	✔										
DI.15	✔										

Dance Arts I
Page 2

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
DI.16	✔										
DI.17	✔										
DI.18	✔										
DI.19	✔										
DI.20	✔										
DI.21	✔										
DI.22	✔										
DI.23	✔										

DANCE ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Dance Arts II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
DII.1	✔										
DII.2	✔										
DII.3	✔										
DII.4		✔							✔		
DII.5	✔										
DII.6	✔										
DII.7	✔										
DII.8	✔										
DII.9	✔										
DII.10	✔										
DII.11	✔										
DII.12		✔					✔		✔		
DII.13	✔										
DII.14	✔										
DII.15		✔							✔		

Dance Arts II
Page 2

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
DII.16	✔										
DII.17	✔										
DII.18	✔										
DII.19	✔										
DII.20	✔										
DII.21	✔										

DRAFT

Music Standards of Learning

for Virginia Public Schools

Board of Education
Commonwealth of Virginia

October 26, 2005

Music
Standards of Learning

Introduction

The Music K-12 Standards of Learning identify content for the development of skills and knowledge in music for public schools in the Commonwealth of Virginia. Standards are identified by grade level for kindergarten through grade five, by grade clusters at the middle school level (grades six through eight), and by grade clusters at the high school level (grades nine through twelve).

The standards are to be used as guidelines and benchmarks for student achievement and to provide a variety of music experiences throughout the different grade levels and grade clusters. The four strands—Perform, Create, Investigate, and Connect—provide the bases for all instructional strategies that are appropriate to each category.

Music K-12 Standards of Learning provide the framework for students to learn ways in which the content of the separate disciplines within and outside the arts are interrelated with those of music. The strands are integrated through a variety of classroom and performance activities. Through individualized instruction and the provision of multiple educational opportunities, students will obtain valuable music skills and knowledge to prepare them for future educational, occupational, and personal endeavors.

The standards are not intended to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers will consistently model appropriate use of copyrighted and royalty-protected materials. They are encouraged to go beyond these standards and to select instructional strategies and assessment methods appropriate for their students.

Goals

~~The goal of music education is to empower students to experience music as a source of personal enrichment, as a vehicle for the constructive expression of human emotions, and as a unique intellectual discipline. This goal will be attained through a structured, sequential program of study~~.

~~Students will develop an intellectual understanding of music through experiences in singing, moving, listening, and playing instruments. They will learn to read and notate music, and to create compositions that transcribe their thoughts and emotions into concrete, musical forms of human expression. Students will exercise their critical thinking skills by investigating and analyzing all facets of the music discipline, employing both traditional modes of instruction and the latest technological advancements. Through active involvement in music throughout the public school years, the students of Virginia will build a foundation for a lifetime of participation in and enjoyment of music~~.

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

- Develop an understanding of music through experiences in singing, moving, listening, and playing instruments;
- Develop the ability to read and notate music;
- Create compositions that transcribe their thoughts and emotions into concrete, musical forms of human expression;
- Exercise critical thinking skills by investigating and analyzing all facets of the music discipline;

- Demonstrate an awareness of and responsibility for the safe and ethical use of materials, equipment, methods, and technologies;
- Understand the relationship of music to history, culture, and other fields of knowledge;
- Make connections between music and other fields of knowledge;
- Demonstrate the ability to apply aesthetic criteria for making artistic choices; and
- Develop awareness of copyright and royalty requirements for productions.

~~Organization~~Strands

The scope and sequence of the Virginia Standards of Learning for music reflect the gradual progression in musical development that culminates in a high level of artistic attainment. The Music Standards of Learning are organized by areas and levels of instruction—Music K-12 (K, 1, 2, 3, 4, 5, 6-8, and 9-12), Instrumental (Beginning, Intermediate, Advanced, and Artist), and Vocal/Choral (Beginning, Intermediate, Advanced, and Artist). Within each area and level of instruction, Music Standards of Learning are organized by four related strands: *Perform*, *Create*, *Investigate*, and *Connect*.

Although the strands are presented separately for organizational purposes, in practice they are integrated throughout all music instruction, regardless of classroom or ensemble experience. The four strands—Perform, Create, Investigate, and Connect—shape the music experience and guide the instructional process, K-12.

Perform

~~*Perform*, the first strand, is the participative component of the standards. From the early grades through high school, this strand describes the involvement of each s~~Students ~~in~~ will demonstrat~~ing~~e mastery of music concepts at levels of increasing difficulty. ~~The s~~Students will learn to participate in music as a musician through singing, playing instruments, and moving to music. Students will participate in all aspects of music production and demonstrate appropriate use of related materials, methods, and technologies.

Create

~~*Create*, the second strand, is the process whereby s~~Students will ~~learn to use the notational tools of~~ use music concepts and skills to express their ideas, thoughts, and feelings through original composition. ~~*Create*~~ This strand includes the exploration of individual approaches to vocal or instrumental improvisation. Through the development of music skills and techniques, students will create compositions that transcribe their thoughts and emotions.

Investigate

~~*Investigate*, the third strand, involves s~~Students will be involved in the study and practice of music theory through music reading, notation, and sight-reading. ~~It also~~ They will ~~requires the~~ use ~~of~~ critical thinking skills to analyze the manner in which music is organized. Students will identify the style and distinctive characteristics of music, which delineate each of the basic music historical periods, as well as the influence of twent~~ieth~~y-first century technology and compositional techniques employed in all genres of music. Students will also investigate the vocal timbres that are unique to children, adolescents, and adults. Students will be guided in the development of criteria for making informed artistic judgments about music, and the other arts, and for evaluating the role of music in society.

Connect

~~*Connect*, the fourth strand, involves the~~ The student will develop~~ment of~~ an understanding and awareness of the commonality between music and other disciplines. Students may relate music to foreign languages through music terminology and song texts; to poetry through common expressive elements; to mathematics through the principles of rhythm; to science through the study of acoustics; and to history/social science through the musical expression of various cultures and historical periods. Students will be encouraged to explore the elements of music in seeking to understand the interrelationships and commonality among the fine arts.

~~Although the strands are presented separately for organizational purposes, in practice they are integrated throughout all music instruction, regardless of classroom or ensemble experience. The four strands—Perform, Create, Investigate, and Connect—shape the music experience and guide the instructional process, K-12.~~

~~Music K-12~~

~~Introduction~~

~~The Music K-12 Standards of Learning identify content for the development of skills and knowledge in music for public schools in the Commonwealth of Virginia. Standards are identified by grade level for kindergarten through grade five, by grade clusters at the middle school level (grades six through eight), and by grade clusters at the high school level (grades nine through twelve).~~

~~The standards are to be used as guidelines and benchmarks for student achievement and to provide a variety of music experiences throughout the different grade levels and grade clusters. The four strands – Perform, Create, Investigate, and Connect – provide the bases for all instructional strategies that are appropriate to each category.~~

~~Music K-12 Standards of Learning provide the framework for students to learn ways in which the content of the separate disciplines within and outside the arts are interrelated with those of music. The strands are integrated through a variety of classroom and performance activities. Through individualized instruction and the provision of multiple educational opportunities, students will obtain valuable music skills and knowledge to prepare them for future educational, occupational, and personal endeavors.~~

Grades K-5

The Music K-5 Standards of Learning introduce basic music concepts through singing, playing instruments, moving, and listening. Students will gradually develop their singing voices, a repertoire of songs, and a sense of rhythm beginning with the steady beat and continuing toward complex rhythms and meters. Movement experiences are included as a means of demonstrating an understanding of concepts such as pitch, rhythm, and form. Listening experiences include traditional and contemporary classical works, American folk music, and music of other cultures. Through these experiences students will have the opportunity to apply and demonstrate an understanding of music concepts.

Kindergarten

Perform

K.1 The student will sing songs and play instruments.
1. Participate individually and in groups.
2. Accompany songs and chants with body percussion and classroom instruments.
3. Imitate two pitch (sol-mi) patterns sung or played.

K.2 The student will perform rhythm patterns that include sounds and silences.

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

K.4 The student will respond to music with movement.
1. Match movement to rhythm patterns.
2. Employ large body movement.
3. Employ locomotor and non-locomotor movement.
4. Use movement to enhance music, stories, and poems.
5. Perform dances and games from various cultures.
6. Use the body to illustrate moods and contrasts in music.

K.5 The student will demonstrate the difference between a singing voice and a speaking voice.

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

Create

K.7 The student will ~~employ creativity in~~ create music through a variety of ~~music~~ experiences.
1. Use classroom instruments, body percussion, ~~and~~ or movement.
2. Use the voice in speech and song.
3. Dramatize songs, stories, and poems.

Investigate

K.8 The student will recognize and demonstrate expressive qualities of music: fast/slow and loud/soft.

K.9 The student will identify classroom instruments by sight and sound.

K.10 The student will distinguish between tone colors.
1. Identify voices and instruments.
2. Identify men's, women's, and children's voices.

Connect

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

K.12 The student will ~~demonstrate an understanding of~~ recognize the relationships between music and other disciplines.

Grade One

Perform

1.1 The student will sing a repertoire of songs and play instruments.
1. Sing songs that contain sol, mi, and la pitches.
2. Sing a variety of songs individually and in groups.
3. ~~Develop a repertoire of songs.~~
~~4.~~3. Play pitched and non-pitched instruments.

1.2 The student will perform rhythm patterns.
1. Perform and notate ~~Relate~~ rhythm patterns ~~to notation~~ quarter note, eighth notes, and quarter rest.
2. Demonstrate melodic rhythm.

1.3 The student will respond to music with movement.
1. Perform line and circle dances.
2. Perform dances and games from various cultures.
3. Demonstrate locomotor and non-locomotor movements.
4. Dramatize songs, stories, and poems.

Create

1.4 The student will ~~employ creativity in~~ create music through a variety of ~~music~~ experiences.
1. Improvise ~~U~~useing classroom instruments, body percussion, and movement.
2. Use the voice in speech and song.
3. Dramatize songs, stories, and poems.
4. Create melodies to familiar nursery rhymes or chants.

Investigate

1.5 The student will distinguish between melodic rhythm and steady beat by sight and sound.

1.6 The student will recognize when music changes from one section to a contrasting section.

1.7 The student will recognize and describe sudden changes in expressive qualities of music.
1. Demonstrate changes in dynamics ~~and tempo~~ vocally, instrumentally, ~~and~~ or with movement.
2. Demonstrate changes in tempo vocally, instrumentally, or with movement.

1.8 The student will identify high pitches and low pitches.
1. Demonstrate different pitches vocally, instrumentally, and with movement.
2. Distinguish between extreme contrasts of sound.

1.9 The student will identify pitched and non-pitched classroom instruments by sight and sound.

1.10 The student will distinguish between accompanied and unaccompanied vocal music.

Connect

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

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

1.12 The student will ~~demonstrate an understanding of~~ identify the relationships between music and other disciplines.

Grade Two

Perform

2.1 The student will sing a repertoire of songs and play instruments.
1. Sing melodies within the range of a sixth.
2. Sing a variety of songs, individually and in groups.
3. ~~Develop a repertoire of songs.~~
4. 3. Play ostinato and single-chord accompaniments on classroom instruments.

2.2 The student will perform and notate rhythm patterns using traditional notation—half note and whole note.

2.3 The student will respond to music with movement.
1. Perform line and circle dances.
2. Perform dances and games from various cultures.
3. Demonstrate locomotor and non-locomotor movements.
4. Dramatize songs, stories, and poems.
5. Perform ~~interpretive~~ choreographed and non-choreographed movements.

2.4 The student will read lyrics containing more than one verse and including words divided into syllables.

Create

2.5 The student will ~~employ creativity in~~ create music through a variety of ~~music~~ experiences.
1. Create lyrics to familiar melodies.
2. Create new verses to songs.
3. Create accompaniments and ostinato.
4. Create music to enhance songs, stories, and poems.
5. ~~Create interpretive~~ Use meter and form to create movement.

Investigate

2.6 The student will recognize form in music.
1. Identify like and unlike melodic phrases.
2. Identify and perform music in two-part ~~(AB)~~ form—AB and ABA.
3. Identify the beginning and ending of phrases.

2.7 The student will recognize sudden and gradual changes in expressive qualities of music.
1. Demonstrate changes in dynamics and tempo vocally, instrumentally, and with movement.
2. Use music terminology to describe changes.

2.8 The student will identify selected orchestral and folk instruments by sight and sound.

2.9 The student will identify melody patterns that move upward, downward, and remain the same.
1. Use the voice, instruments, and movement.
2. Use music terminology.
3. Use the seven letters of the music alphabet.

Connect

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

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

2.11 The student will ~~demonstrate an understanding of~~ identify and discuss the relationships between music and other disciplines.

Grade Three

Perform

3.1 The student will sing a repertoire of songs in tune with a clear tone quality.
1. Sing melodies within the range of an octave.
2. ~~Develop a repertoire of familiar songs.~~
3. ~~3.~~2. Perform in a two-part music ensemble.
4. ~~4.~~3. Accompany singing with rhythm and/or melody instruments.
5. ~~5.~~4. Use terminology to interpret a music selection.

3.2 The student will notate and perform rhythm patterns using body percussion, melodic, or non-pitched percussion instruments—dotted half note, sixteenth notes, and single eighth note.

3.~~2~~3 The student will notate and perform melod~~y~~ies ~~and rhythm patterns~~ from the treble staff using traditional notation.
1. Use voice or melody instruments.
2. Use a wide range of tempos and dynamics.
3. Recognize that music is divided into measures.

3.~~3~~4 The student will respond to music with movement.
1. Perform line and circle dances.
2. Perform dances and games from various cultures.
3. Dramatize songs, stories, and poems.
4. Perform interpretive movement.

3.5 The student will perform in a two-part ensemble using pitched and non-pitched instruments.

3.~~4~~6 The student will perform I and V (V7) chords to accompany a two-chord melody using classroom instruments.

3.~~5~~7 The student will identify and perform sets of beats that are grouped in twos and threes using descriptive terminology to identify which beats are strong and which beats are weak.

Create

3.~~6~~8 The student will ~~employ creativity in~~ create music through a variety of ~~music~~ experiences.
1. Create accompaniments and ostinato for songs and chants.
2. ~~Create interpretive movement~~ Use meter and form to create movement.
3. Create lyrics to familiar melodies.
4. Create new verses to songs.

Investigate

3.~~7~~9 The student will identify ~~ABA~~ ABC form.

3.~~8~~10 The student will recognize music symbols within a composition and use music terminology to explain their functions.

3.~~9~~11 The student will explore the music of world cultures through song, dance, and movement.
1. Study folk tales and musical settings of folk tales.
2. Listen to examples of instruments not traditionally found in bands or orchestras.

3. Interpret music through movement.
4. Perform traditional dances.

3.~~10~~12 The student will identify the four orchestral families (woodwind, string, brass, percussion) by sight and sound.

3.~~11~~13 The student will demonstrate the melodic shape (contour) of a musical phrase using music terminology to describe how pitch levels may move upward, downward, or stay the same.

Connect

3.~~12~~14 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
2. Contribute to a group effort of listening to music.
3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.

3.~~13~~15 The student will ~~demonstrate an understanding of~~ describe the relationships between music and other disciplines.

Grade Four

Perform

4.1 The student will sing a repertoire of songs in tune with a clear tone quality.
1. Sing with expression using indicated dynamics and phrasing.
2. Sing in a group performing songs in simple harmony.
3. ~~Develop a repertoire of songs.~~

4.2 The student will notate and perform rhythm patterns using body percussion, voice, pitched, or non-pitched instruments—eighth rest, half rest, and whole rest.

4.~~2~~3 The student will notate and perform melod~~y~~ies ~~and rhythm patterns~~ from the treble staff using traditional notation.
1. Identify melodic movement as step, leap, or repeat.
2. Use ~~pitched and non-pitched~~ voice or melody instruments.

4.~~3~~4 The student will respond to music with movement.
1. Perform choreographed and non-choreographed ~~interpretive~~ movements.
2. Perform traditional folk dances ~~and/or choreography~~.
3. Use body percussion.

4.5 The student will perform in a two-part musical ensemble using pitched and non-pitched instruments.

4.4~~6~~ The student will play I, IV, and V (or V7) chords to accompany a three-chord melody.

Create

4.~~5~~7 The student will ~~employ creativity in~~ create music through a variety of ~~music~~ experiences.
1. Improvise simple melodic and rhythmic accompaniments.
2. Create melodic or rhythmic motives to enhance literature using a variety of sound sources, including technology.
3. Use meter and form to ~~C~~create ~~interpretive~~ movement~~, individually or in groups~~.

Investigate

4.~~6~~8 The student will identify ~~and explain extended examples of AB and ABA~~ rondo forms.

4.~~7~~9 The student will recognize dynamic markings and interpret them in performance.

4.~~8~~10 The student will identify instruments from various music ensembles by sight and sound including instruments from other cultures.

4.~~9~~11 The student will identify the function of the top and bottom numbers of a meter signature involving 2, 3, and 4 beats.

4.~~10~~12 The student will distinguish between major and minor tonality.

4.~~11~~13 The student will use music terminology to describe various styles of music.

1. Place musical examples into broad categories of style.
2. Identify a composer and a music composition from each of four different music historical periods.

Connect

4.~~12~~14 The student will exhibit respect for the contributions of self and others in a music setting.

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

4.~~13~~15 The student will ~~demonstrate an understanding of~~ compare the relationships between music and other disciplines.

Grade Five

Perform

5.1 The student will sing a repertoire of songs in tune with a clear tone quality.
1. Demonstrate beginning choral behaviors and skills in group singing.
~~2. Sing a varied repertoire of music alone and with others.~~
~~3.~~2. Participate in group singing involving two-part or three-part harmony.
~~4.~~3. Develop age-appropriate ability in singing skills.

5.2 The student will notate and perform rhythm patterns using body percussion, voice, pitched or non-pitched instruments—dotted eighth and sixteenth.

5.~~2~~3 The student will notate and perform melod~~y~~ies ~~and rhythm patterns~~ from the treble staff using traditional notation.
1. Use ~~pitched and non-pitched~~ voice or melody instruments.
2. Use computer technology.

5.~~3~~4 The student will respond to music with movement.
1. Perform ~~interpretive~~ choreographed and non-choreographed movements.
2. Perform dances and games from various cultures including traditional folk dances~~ and/or choreography~~.
3. Use body percussion.

5.5 The student will perform in musical ensembles of increasing difficulty using pitched and rhythm instruments.

Create

5.~~4~~6 The student will ~~employ creativity in~~ create music through a variety of ~~music~~ experiences.
1. Improvise melodies and rhythms of increasing complexity.
~~1.~~2. Create movement to illustrate meter and form~~ music~~.
~~2.~~3.~~ Create non-traditional notation~~ Compose short musical phrases, melodic or rhythmic, within specified guidelines.

Investigate

5.~~5~~7 The student will identify ~~and explain music forms of rondo and~~ theme and variations.

5.~~6~~8 The student will use music terminology to describe music performances and compositions.
~~1. Identify music symbols within a music composition and explain their functions.~~

5.~~7~~9 The student will identify instruments from various music ensembles by sight and sound including instruments from other cultures.

5.~~8~~10 The student will identify the functions of the top and bottom numbers of meter signatures in duple and triple meters.

5.~~9~~11 The student will place music examples into broad categories of style.
1. Use music terminology to compare and contrast a variety of music styles.
2. Explore how vocal style contributes to the quality and enjoyment of musical selections.
3. Explore and perform a variety of music styles.

4. Identify notable characteristics of the music of world cultures.
5. Identify a composer and one music composition from each of four different music historical periods.

Connect

5.~~10~~12 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
2. Contribute to a group effort of listening to music.
3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.

5.~~11~~13 The student will ~~demonstrate an understanding of~~ compare and contrast the relationships between music and other disciplines.

General Music: Grades 6-8

The ~~Grades 6-8~~ Middle School Music Standards of Learning ~~(middle school)~~ will involve students in a higher level of music concepts and the further development of music skills through singing, playing instruments, moving, and listening. The standards encourage the reading of music notation and the assimilation of previous study in music toward understanding the mechanics of a music score. Students will explore the creative and expressive aspects of music through composing and arranging. Evaluation of music performances will allow students opportunities to apply music knowledge and experiences to new situations.

Perform

MS.1 The student will participate in a variety of music experiences as a means of studying the elements of music.

1. Demonstrate ~~an understanding of~~ melody patterns aurally and visually.
2. Demonstrate ~~an understanding of~~ rhythm patterns aurally and visually.
3. Demonstrate ~~an understanding of~~ harmon~~y~~ic patterns aurally and visually.
4. ~~Perform music with the voice and instruments~~.

MS.2 The student will ~~play and/or~~ sing or play music ~~from notation on the grand staff~~ written in two or more parts.

MS.3 The student will participate in a variety of movement activities in the study of music.

1. Demonstrate a variety of styles, periods, and forms through structured and unstructured dance and movement.
2. Demonstrate elements of music using body percussion and other physical responses.

Create

MS.4 The student will ~~employ creativity in~~ create music through a variety of ~~music~~ experiences.

1. Discuss how a composer communicates ideas by manipulating elements of music.
2. Improvise melodies, rhythms, and harmonies.
3. Compose melodies, rhythms, and harmonies.
4. Create arrangements of known melodies using traditional or non-traditional sound sources, including computer-related technology.

Investigate

MS.5 The student will describe performances, live or recorded, using music terminology.

1. Develop criteria for evaluating music performances.
2. Identify music of diverse cultures including representative composers.
3. Identify instruments, voice classifications (soprano, alto, tenor, bass) and a variety of performing ensembles aurally and visually.
4. ~~Investigate~~Use traditional and non-traditional sound sources.

MS.6 The student will investigate music sounds, forms, styles, and genres through listening, discussing, writing, and performing.

MS.7 The student will investigate the role of music in society.

1. ~~Investigate~~ Identify career~~s~~ pathways in music.
2. Identify the influence ~~various uses~~ of daily music experience in one's ~~daily experience~~ personal life.

Connect

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

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

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

General Music: Grades 9-12

The ~~Grades 9-12~~ High School Music Standards of Learning ~~(high school)~~ extend the study of musical concepts and are applicable to non-performance music courses. Students will continue to develop skills in reading and understanding music notation and to explore the expression and organization of musical ideas. The study of music, as it relates to human experience, and the student's ability to make aesthetic judgments are also a part of the Grades 9-12 Music Standards of Learning.

Perform

HS.1 The student will participate in a variety of music experiences.
1. Develop skills in music individually and in groups.
2. Listen and respond to music.

Create

HS.2 The student will read and notate music.
1. Notate original musical ideas in treble and bass clefs.
2. Notate music from dictation.
3. Employ technology to notate and/or read music.

HS.3 The student will ~~demonstrate the ability to~~ organize and express musical ideas and sounds.
1. Improvise music.
2. Arrange music using a choice of notation and form.
3. Compose music using a choice of notation and form.
4. Use music terminology in explaining music, music notation, instruments, voices, and performances.

Investigate

HS.4 The student will investigate characteristics of musical sounds.
1. Employ elements of music including melody, rhythm, harmony, form, and texture.
2. Employ technology to explore musical sounds.
3. Investigate traditional and non-traditional sound sources.

HS.5 The student will explore music styles and genres through listening, performing, writing, and discussing.

HS.6 The student will investigate the role of music in the human experience.
1. Explore the development and function of music from the oral and written traditions in diverse cultures throughout history.
2. Explore various opportunities to experience music in the community.
3. Identify the various uses of music.
4. Discuss the role of technology in the development of music.

HS.7 The student will develop evaluative criteria to make aesthetic judgments.
1. Develop skills in evaluating music individually and in groups.
2. Defend individual judgments regarding the function of the elements of music.

Connect

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

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

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

Instrumental

Introduction

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

The standards are to be used as guidelines and benchmarks for student achievement. The four strands—Perform, Create, Investigate, and Connect—provide the organization for all of the instructional strategies in the standards. Opportunities are provided to explore the relationship between music, the other arts, and disciplines outside the arts.

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

Beginning Level

Students will begin instruction on a band or string instrument of their choice. Instruction begins at any age and continues until the skill levels are mastered. Students will demonstrate proper care of the instrument and will be familiar with the technology of the instrument. They will demonstrate basic positions, tone production, fingerings, and will count, read, and perform the beginning level of music being studied (VBODA Solo Repertoire, Level 1-2). Teachers will use available standard method books to deliver instruction in either homogeneous or heterogeneous class settings with limited ensemble work.

Perform

IB.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
~~1. posture~~
~~2. embouchure~~
~~3. hand position~~

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

IB.3 The student will ~~demonstrate the ability to~~ adjust pitch while playing an instrument.

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

IB.5 The student will use contrasting articulation.
1. Use ~~winds:~~ tonguing~~,~~ and slurring when performing on wind instruments.
2. Use ~~strings:~~ détaché, pizzicato, and slurring when performing on stringed instruments.

IB.6 The student will perform ~~four~~ one octave major scales, ascending and descending.
1. Play ~~winds and percussion:~~ F, Bb, Eb, and Ab scales on wind and percussion instruments.
2. Play ~~strings:~~ D, G, C, and F scales on stringed instruments.

IB.7 The percussion student will perform long roll, five stroke roll, nine stoke roll, flam, single, paradiddle, and ruff ~~six~~ of The Thirteen Essential Rudiments from the National Association of Rudimental Drummers (NARD), open-close-open.
~~1. long roll~~
~~2. five stroke roll~~
~~3. nine stroke roll~~
~~4. flam~~
~~5. single paradiddle~~
~~6. ruff~~

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

IB.9 The student will use dynamic contrast as a means of expression.

IB.10 The student will demonstrate musical phrasing through the use of melodic contour, natural accents, and proper use of breath or bow ~~in materials being studied~~.
~~1. melodic contour~~
~~2. natural accents~~
~~3. use of breath or bow~~

IB.11 The student will demonstrate ensemble skills.
1. ~~b~~Blend instrumental timbres.
2. ~~m~~Match dynamic levels.
3. ~~r~~Respond to basic conducting gestures.
4. ~~m~~Maintain a steady tempo.

IB.12 The student will sight-read music of varying styles and levels of difficulty using VBODA level 1-2.

IB.13 The student will sing selected lines from the material being studied.

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

Create

IB.15 The student will ~~embellish two to four measures of a folk song after echoing sample rhythm examples found in folk materials being studied~~ perform simple rhythmic and melodic examples in call and response styles.

IB.16 The student will compose a two to four measure melody using available technology and teacher-specified rhythms and pitches.

Investigate

IB.17 The student will demonstrate knowledge of the instrument being studied.
1. ~~i~~Identif~~ication~~y ~~of~~ instrumental parts.
2. Demonstrate proper care and maintenance ~~of the instrument~~.

IB.18 The student will ~~identify and count rhythm patterns from instructional materials using an established rhythm reading system~~ read and notate music.
1. Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef.
2. Use a syllable, number, or letter system to read and write rhythmic patterns using the whole, dotted half, half, quarter, and eighth notes and rests in simple meter at various tempos.
3. Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

IB.19 The student will ~~provide answers to instructor's questions regarding~~ analyze and discuss individual and group performances.

IB.20 The student will identify career options in music.

~~IB.21 The student will identify and define music terms and symbols from materials being studied.~~
~~1. letter names~~
~~2. fingerings or positions~~
~~3. location of notes~~

Connect

IB.2~~2~~1 The student will demonstrate ~~behaviors that result in~~ increased ~~music~~ learning through a variety of music activities.
~~1. regular attendance with required materials~~
~~2.~~1. Demonstrate completion of assignments/practice.

~~3.~~2 ~~p~~Participat~~ion~~e in concerts, ~~class and~~ performances, cross disciplinary, and co-curricula activities.

~~4.~~3. Demonstrate concert etiquette as a performer and listener.

IB.2~~3~~2 The student will associate terminology common to music with the fine arts and other disciplines.

IB.2~~4~~3 The student will ~~provide answers to instructor's questions about~~ identify and analyze cultures, styles, composers, and historical periods from materials being studied.

Intermediate Level

Developing basic musicianship skills continues to be a priority at the Intermediate Level. Students will begin to use more articulations and bowings, perform scales and music in more difficult key signatures, demonstrate shifting and vibrato, and perform music at an intermediate level of difficulty (VBODA Solo Repertoire, Level 2-4). Ensemble skills will become more developed as students participate in band and orchestral settings. Students will describe concepts common to music and other disciplines, and will be involved in discussing various cultures, styles, composers, and historical periods.

Perform

II.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
~~1. posture~~
~~2. embouchure~~
~~3. hand position~~

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

II.3 The student will ~~demonstrate the ability to~~ adjust and match pitches.

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

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

II.6 The student will perform ~~selected~~ major scales ascending and descending in eighth notes (M.M. quarter note = 72).
1. Play ~~winds:~~ D, G, C, F, Bb, Eb, Ab, Db, one octave on wind instruments.
2. Play ~~violin:~~ C, G, D, A, Bb, Ab, two octaves on a violin.
3. Play ~~viola/cello:~~ C, G, D, E, F, Eb, two octaves on a viola or cello.
4. Play ~~string bass:~~ C, G, D, A, E, F, Bb, Ab, one octave on a string bass.

II.7 The percussion student will perform The Thirteen Essential Rudiments from the National Association of Rudimental Drummers (NARD), open-close-open.

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

II.9 The student will use dynamic contrast and technical skills as means of expression.
1. Use ~~winds:~~ vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments.
2. Use ~~percussion:~~ multiple mallets/~~and~~ auxiliary instrument techniques~~;~~ and technique on two timpani when performing on percussion instruments.
3. Use ~~strings:~~ shifting (violin/viola up to third position; cello/bass up to fourth position); alternate fingerings; and vibrato when performing on stringed instruments.

II.10 The student will demonstrate musical phrasing through the use of dynamics~~ emphasis, and~~ tempo~~ modification~~, and melodic contour~~ in materials being studied~~.

II.11 The student will demonstrate ensemble skills.
1. b~~B~~lend~~ing of~~ instrumental timbres.
2. m~~M~~atch~~ing~~ dynamic levels, style, and intonation.
3. r~~R~~espond~~ing~~ to conducting gestures.

II.12 The student will sight-read music of varying styles and levels of difficulty using VBODA Levels 2-4.

II.13 The student will sing a part while other students sing or play contrasting parts.

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

Create

II.15 The student will embellish four to eight measures of a folk song by creating rhythmic and melodic variations.

II.16 The student will compose an eight-measure melody using available technology within teacher-specified parameters.

Investigate

II.17 The student will ~~demonstrate knowledge~~ identify and repair minor problems of the instrument being studied.
~~1. identifying minor problems~~
~~2. repairing minor problems with teacher guidance~~

II.18 The student will ~~identify and count rhythm patterns from instructional materials using an established rhythm reading system~~ read and notate music.
1. Use a syllable, number, or letter system to read and write simple melodies in the appropriate clef, individually and large ensembles.
2. Use a syllable, number, or letter system to read and write rhythmic patterns using the whole, half, quarter, and eighth, sixteenth, triplet, and dotted notes and rests in simple and compound meters.
3. Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

II.19 The student will evaluate individual and group performances~~ by offering suggestions for improvement~~.

II.20 The student will identify career and avocational options in music.

~~II.21 The student will identify, define, and apply music terms and symbols encountered in the material being studied.~~

Connect

II.2~~2~~1 The student will demonstrate ~~behaviors that result in~~ increased ~~music~~ learning through a variety of music activities.
~~1. regular attendance with required materials~~
~~2.~~1. Demonstrate completion of assignments/practice.

~~3.~~2 ~~p~~Participat~~ion~~e in concerts, ~~class and~~ performances, cross disciplinary, and co-curricula activities.
~~4. participation in activities that are cross-disciplinary or co-curricular~~
~~5.~~3. Demonstrate concert etiquette as a performer and listener.

II.2~~3~~2 The student will describe concepts common to music with the fine arts and other disciplines.

II.2~~4~~3 The student will ~~discuss~~ identify and analyze cultures, styles, composers, and historical periods from materials being studied.

Advanced Level

Students at the Advanced Level (VBODA Solo Repertoire, Level 4-5) will participate regularly in an orchestra or band setting. Technical and expressive skills will be increased in difficulty as the student demonstrates a variety of articulations, bowings, positions, alternate fingerings, and vibrato, while playing the required scales, arpeggios, and rudiments in more complex rhythm patterns. Percussion students will become more proficient in the use of mallet instruments, keyboard, and timpani. Advanced instrumental students will perform, discuss, and critically evaluate characteristics of more elaborate music compositions. Students will discuss relationships between music concepts and other disciplines, and be involved in discussing various cultures, styles, composers, and historical periods.

Perform

IAD.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
~~1. posture~~
~~2. embouchure~~
~~3. hand position~~

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

IAD.3 The student will ~~demonstrate the ability to~~ adjust and match pitches.

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

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

IAD.6 The student will perform all major scales and selected melodic minor scales with one-octave tonic arpeggios ascending and descending in eighth notes (M.M. quarter note = 72).
1. Play ~~winds/percussion: e~~E, ~~a~~A, ~~d~~D, ~~g~~G, ~~c~~C, ~~f~~F, ~~b-flat~~Bb, and ~~e-flat~~Eb on wind or percussion instruments.
2. Play ~~violin: g~~G, ~~a~~A, ~~b-flat~~Bb, ~~c~~C, three octaves on a violin.
3. Play ~~viola/cello: c~~C, ~~d~~D, three octaves on viola or cello.
4. Play ~~string bass: e~~E, ~~f~~F, ~~g~~G, two octaves on a string bass.

IAD.7 The percussion student will perform The Standard 26 American Drum Rudiments from the National Association of Rudimental Drummers (NARD), open-close-open.

IAD.8 The wind/percussion student will perform a chromatic scale, ascending and descending, throughout the practical range of the instrument in sixteenth notes (M.M. quarter note = 72).

IAD.9 The student will use dynamic contrast and technical skills as a means of expression.
1. Use ~~winds:~~ vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments.
2. Use ~~keyboard percussion:~~ three-mallet technique when performing on keyboard percussion.
3. Use ~~auxiliary percussion:~~ multiple percussion techniques when performing on auxiliary percussion instruments.

4. Use timpani technique~~;~~ on 3 to 4 timpani while tun~~e~~ing drums to reference pitches~~;~~ and make ~~tuning~~ changes within an instrumental work.
5. Use ~~strings:~~ shifting (violin/viola up to fifth position; cello/bass up to thumb position); alternate fingerings; and vibrato when performing on stringed instruments.

IAD.10 The student will demonstrate musical phrasing through the use of dynamic emphasis and tempo modification ~~in materials being studied~~.

IAD.11 The student will demonstrate ensemble skills.
1. ~~b~~Blend~~ing~~ instrumental timbres.
2. ~~m~~Match~~ing~~ dynamic levels, style, and intonation.
3. ~~r~~Respond~~ing~~ to conducting gestures.
4. ~~u~~Use~~ing~~ conducting gestures.

IAD.12 The student will sight-read music of varying styles and levels of difficulty.

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

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

Create

IAD.15 The student will improvise a melody to a I-IV-V-I chord progression.

IAD.16 The student will ~~harmonize a teacher-specified melody using available technology~~ arrange harmonies, accompaniments, or counter melodies to a given melody.

Investigate

IAD.17 The student will ~~demonstrate knowledge~~ identify and repair minor problems of the instrument being studied.
~~1. identifying minor problems~~
~~2. repairing minor problems~~

IAD.18 The student will ~~identify and count rhythm patterns from the material being studied using an established rhythm reading system~~ read and write rhythmic patterns in complex meters demonstrating technical facility and precision commensurate with VBODA grades IV/V.

IAD.19 The student will diagnose and correct personal performance errors.

IAD.20 The student will research career and avocational options in music using available technology.

IAD.21 The student will identify, define, and apply music terms and symbols from materials being studied.

Connect

IAD.22 The student will demonstrate ~~behaviors that result in~~ increased ~~music~~ learning through a variety of music activities.
~~1. regular attendance with required materials~~
~~2.~~1. Demonstrate completion of assignments/practice.
~~3. participation in class and performance~~

~~4.~~2. ~~p~~Participat~~ion~~e in activities such as concerts, performances, marching band, jazz ensemble, chamber ensembles, All-District, All-Region, and All-Virginia events.
~~5.~~3. Demonstrate concert etiquette as a performer and listener.

IAD.23 The student will discuss relationships between music concepts and other disciplines.
1. Identify how the characteristic qualities of each sound, visual, stimuli, movement, and human interrelationships can influence other fine arts.
2. Describe interrelationships between music and other disciplines.

IAD.24 The student will compare and contrast materials being studied in its historical and cultural context.

Artist Level

Students who perform at the Artist Level (VBODA Solo Repertoire, Level 5-6) have built upon the previous skill levels of Beginning, Intermediate, and Advanced. The Artist Level instrumental student will perform, discuss, and critically evaluate characteristics of more elaborate music compositions. The students will analyze concepts common to music and other disciplines and will be involved in the study of aural examples of music representing a variety of cultures, styles, and historical periods.

Perform

IAR.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
~~1. posture~~
~~2. embouchure~~
~~3. hand position~~

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

IAR.3 The student will ~~demonstrate the ability to~~ adjust and match pitches.

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

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

IAR.6 The student will perform all major and melodic minor scales ascending and descending in a variety of rhythm patterns and articulations.

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

IAR.8 The wind/percussion student will perform a chromatic scale, ascending and descending, throughout the practical range of the instrument in sixteenth notes (M.M. quarter note = 96).

IAR.9 The student will use dynamic contrast and technical skills as means of expression.
1. Use ~~winds:~~ embellishments; extreme tessitura; and a variety of timbre effects when performing on wind instruments.
2. Use ~~keyboard percussion:~~ four-mallet technique when performing keyboard percussion.
3. Use ~~auxiliary percussion:~~ multiple percussion techniques when performing on auxiliary percussion instruments.
4. Use timpani technique on 4 or more drums; tuning all drums to a single reference pitch; and make ~~tuning~~ changes within a piece using intervallic pitches.
5. Use ~~strings:~~ shifting (violin/viola 5th position and higher; cello/bass thumb position and above); varying speeds of vibrato; harmonics; and a variety of timbre effects when performing on stringed instruments.

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

IAR.11 The student will demonstrate ensemble skills.
1. ~~b~~Blend~~ing~~ instrumental timbres.
2. ~~m~~Match~~ing~~ dynamic levels, style, and intonation.

3. ~~r~~Respond~~ing~~ to conducting gestures.
4. ~~u~~Use~~ing~~ conducting gestures.

IAR.12 The student will sight-read music of varying styles and levels of difficulty.

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

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

Create

IAR.15 The student will improvise a melody to a 12-bar blues progression.

IAR.16 The student will ~~compose~~ arrange a selection for two or more instruments ~~making~~ useing ~~of~~ available technology.

Investigate

IAR.17 The student will ~~demonstrate knowledge~~ identify and repair minor problems of the instrument being studied.
~~1. identifying minor problems~~
~~2. repairing minor problems~~

IAR.18 The student will ~~analyze rhythm patterns from materials being studied~~ read and write rhythmic patterns in complex meters demonstrating technical facility and precision commensurate with VBODA grades VI.

IAR.19 The student will evaluate and improve personal performance by comparison with an exemplary model.

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

IAR.21 The student will identify, define, and apply music terms and symbols from materials being studied.

Connect

IAR.22 The student will demonstrate ~~behaviors that result in~~ increased ~~music~~ learning through a variety of music activities.
~~1. regular attendance with required materials~~
~~2.~~1. Demonstrate completion of assignments/practice.
~~3. participation in class and performance~~
~~4.~~2. ~~p~~Participat~~ion~~e in activities such as concerts, performances, marching band, jazz ensemble, chamber ensembles, All-District, All-Region, and All-Virginia events.
~~5.~~3. Demonstrate concert etiquette as a performer and listener.
~~6.~~4. Serve as mentor peers.

IAR.23 The student will analyze concepts common to music and other disciplines.
1. Identify how the characteristic qualities of each sound, visual, stimuli, movement, and human interrelationships can influence other fine arts.
2. Describe interrelationships between music and other disciplines.

IAR.24 The student will associate aural examples of music with a variety of cultures, styles, and historical periods.

IAR.25 The student will analyze a specific work and discuss how the music elements are used to create expression.

Vocal/Choral

Introduction

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

The Standards are to be used as guidelines and benchmarks for student achievement. The four strands—Perform, Create, Investigate, and Connect—provide the organization for these instructional strategies. Opportunities are provided for students to explore ways in which the content of the various disciplines, within and outside the arts, are interrelated with those of music.

Beginning Level

The Music Standards of Learning for the Beginning Level are designed for students experiencing their first vocal/choral class. ~~A b~~Beginning ~~choir~~ choral students may be found at any grade level within the elementary, middle, and secondary school setting as prescribed by the local school district.

The Beginning Level Standards of Learning emphasize fundamental vocal development, traditional notation, and the introduction to ensemble singing. These Vocal/Choral Standards of Learning require performance, creativity, and investigation at a fundamental level. Opportunities are provided for students to explore ways in which the content of the various disciplines, within and outside the arts, are interrelated with those of music.

Perform

CB.1 The student will use posture and breathing techniques to support vocal production.
1. Identify vocal anatomy including the function of the diaphragm and larynx in singing.
2. ~~Utilize breathing exercises during vocal warm up~~ Use breathing techniques to support vocal production.
3. Demonstrate the operation of the vocal mechanism.

CB.2 The student will sing with a free, clear tone and accurate intonation.
1. ~~Demonstrate knowledge of terminology related to phonation~~ Sing developmentally appropriate vocal exercises.
2. ~~Use vocal development exercises to produce a relaxed, open throat while singing~~ Perform assigned vocal parts in repertoire selections.
3. ~~Use vocal development exercises to achieve accurate intonation.~~

CB.3 The student will sing with purity of vowels and clarity of consonants.
1. ~~Distinguish between~~ Produce pure vowel sounds—ah, eh, ee, oh, and oo.
2. Articulate consonant~~s~~ sounds.

CB.4 The student will ~~demonstrate indicated~~ use dynamics and tempo in individual and group singing.
1. Apply dynamic markings including ~~p~~*p*, ~~f~~*f*, ~~mp~~*mp*, ~~mf~~*mf*, ~~pp, ff, crescendo~~*crescendo*, ~~decrescendo~~*decrescendo*.
2. Apply tempo markings as indicated.

CB.5 The student will perform ~~music~~ a vocal part in literature written in unison and simple harmony.
1. Sing at least three of the following: rounds, canons, descants, partner songs.
2. Sing literature in two-part harmony.
3. Sing literature with and without instrumental accompaniment.

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

Create

CB.7 The student will respond to music through movement.
1. Use movement to ~~enhance~~ illustrate contrasting styles of music.
2. Use body percussion to practice and perform rhythms.

CB.8 The student will ~~create melodies and rhythms through improvising and composing~~ improvise short melodic and rhythmic patterns in response to aural prompts.

~~1. Compose a simple melody within specified guidelines~~
~~2. Create variations of familiar melodic phrases on a neutral syllable.~~
~~3.~~1. Improvise "responses" in a similar style to given rhythmic and melodic phrases.
~~4.~~2. Use multimedia applications in creating original music.

Investigate

CB.9 The student will ~~investigate approaches for reading and writing basic~~ use music notation.

1. Identify notes and rests (eighth, quarter, half, whole), basic symbols, and terms.
2. Analyze and sight-read simple four-measure phrases using a symbol system.
3. Read and write rhythmic patterns in simple meter at various tempos.
4. Utilize available technology and related software.

CB.10 The student will identify simple musical forms.

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

CB.11 The student will ~~evaluate~~ apply choral techniques and musicianship in the evaluation of music performances.

1. Provide answers to questions regarding criteria for evaluating vocal/choral performances and compositions.
2. Develop and apply criteria for evaluating vocal/choral performances.

Connect

CB.12 The student will ~~study~~ compare the relationship of music to the other fine ~~and performing~~ arts.

1. ~~Associate~~ Identify common elements and descriptive terms ~~with those~~ used in music~~,~~ with those used in the ~~art,~~ dance arts, theatre arts, and ~~drama~~ visual arts.
2. ~~Explore~~ Identify careers in music ~~as related to other fine and performing arts~~.

CB.13 The student will demonstrate an awareness of ~~cooperation in the vocal/choral setting~~ the collaborative nature of the choral art.

1. Contribute to the success of the ensemble.
2. Demonstrate concert etiquette as a performer and listener.

CB.14 The student will study selections that represent~~ing~~ various historical ~~periods~~, ~~diverse~~ style~~s~~istic, and culture~~s~~al contexts of choral music.

1. Compare and contrast the functions of vocal/choral music in various cultures.
2. ~~Associate~~ Identify distinguishing characteristics of representative choral music from a variety of cultures.
3. Classify an exemplary vocal/choral work by historical period, composer, and title.

Intermediate Level

The Intermediate Level Music Standards of Learning are designed for students who have achieved competency in beginning vocal/choral skills. Emphasis is placed on the continuing development of vocal production techniques and ensemble participation. The standards require performance, creativity, and investigation at a level of increased ability as well as an understanding and application of traditional music notation. Opportunities to explore the relationship between music and the arts and disciplines outside of the arts are continued.

Perform

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

CI.2 The student will sing with a free, clear tone~~,~~ and accurate intonation.
1. ~~Exhibit understanding of the phonation process~~ Identify the basic components of the phonation process as they relate to vocal production.
2. ~~Continue to u~~Use ~~vocal development~~ exercises to produce desired tone and intonation.
3. ~~Demonstrate knowledge of individual singing range.~~

CI.3 The student will sing with purity of vowels and clarity of consonants.
1. Use ~~vocal development employing ah, eh, ee, oh, oo to promote~~ vowels ~~purity~~ across the singer's vocal range—ah, eh, ee, oh, and oo.
2. Identify and ~~A~~articulate consonants with emphasis on internal consonants.

CI.4 The student will use dynamics, tempo, blend, and balance in a group performance.
1. ~~Consistently a~~Apply dynamic markings: ~~p~~*p*, ~~f~~*f*, ~~ppp~~*p*, ~~ff~~*f*, ~~mp~~*mp*, ~~mf~~*mf*, ~~crescendo~~*crescendo*, ~~decrescendo~~*decrescendo*.
2. ~~Demonstrate an awareness~~ Respond to conducting prompts regarding ~~of~~ blend and balance.

CI.5 The student will sing music written in three or more parts.
1. Maintain voice part in small ensemble.
2. Sight-read four-measure phrases using a symbol system.
3. Sing with and without instrumental accompaniment.

CI.6 The student will respond to conducting patterns and interpretive gestures.
1. ~~Become familiar with~~ Demonstrate and respond to basic conducting patterns of one ~~beat~~, two ~~beats~~, three ~~beat~~s, and four beats.
2. ~~Become familiar with deviation in conducting pattern~~ Demonstrate and respond to expressive conducting gestures as they relate to ~~for~~ styl~~istic~~e and interpretation.

Create

CI.7 The student will respond to music through movement.
1. Create movement ~~for~~ to illustrate diverse styles of music.
2. Design body percussion for rhythm studies.

CI.8 The student will ~~create through composing and improvising~~ improvise within limited parameters.

1. Improvise short rhythmic and melodic phrases.
2. Create vocal harmony to a given melody.
3. Use available multimedia applications and technology in creating original music.

Investigate

CI.9 The student will investigate approaches for reading and writing music notation.

1. Identify dotted notes and rests, sixteenth notes and rests, basic symbols, and terms.
2. Analyze ~~four~~ eight-measure phrases using a symbol system.
3. Read and write rhythmic patterns in simple and compound meters and various tempos.
4. Use available technology and related software.

CI.10 The student will identify musical forms and textures.

1. Identify monophonic, homophonic, and polyphonic texture.
2. Recognize and ~~P~~perform music in various forms including AB, ~~and~~ ABA, and strophic.

Connect

CI.11 The student will use choral techniques and musicianship in the evaluat~~e~~ion of musical performances.

1. Formulate questions related to criteria for self-evaluation of vocal/choral performances.
2. ~~Evaluate~~Design a rubric for the evaluation of individual and group performances.

CI.12 The student will ~~study~~ investigate the relationship of music to the fine arts and disciplines outside the arts.

1. ~~Examine~~ Identify characteristics of various arts from a particular historical period and from various cultures using common elements and characteristic terms.
2. ~~Explore~~ Research careers in music as related to the other fine ~~and performing~~ arts.

CI.13 The student will demonstrate ~~cooperative behavior in the vocal/choral setting~~ an awareness of the collaborative nature of the choral art.

1. ~~Continue to c~~Contribute to the success of the ensemble.
2. Demonstrate concert etiquette as a performer and listener.

CI.14 The student will study and perform selections representing diverse historical periods, styles, and cultures.

1. Describe distinguishing characteristics of representative vocal/choral music from a variety of historical periods and cultures.
2. Compare and contrast the functions of vocal/choral music in various cultures.
3. Associate an exemplary vocal/choral work with its historical period, composer, and title.

Advanced Level

The advanced vocal/choral student will continue to acquire proficiency in ensemble singing and will begin to develop competency in individual performance. Singing with refined expressive qualities, the student will perform vocal/choral selections and sight-reading material at increased levels of difficulty. Students will demonstrate an expanded ability in performance, creativity, and analytical investigation and will also gain experiential knowledge of leadership and evaluative skills in group and individual settings. Opportunity for students to explore the relationship between music and other disciplines continues to be provided.

Perform

CAD.1 The student will demonstrate ~~an understanding of~~ vocal technique as applied to ~~advanced~~ vocal literature.
1. Demonstrate ~~consistent advanced~~ vocal production.
2. Demonstrate knowledge of vocal anatomy.
3. Use vocal technique in control of dynamics and articulation.
4. Exhibit increased ability to ~~breathe efficiently while singing~~ use efficient and effective breathing technique.

CAD.2 The student will ~~consistently demonstrate accurate~~ use intonation in solo and ensemble singing.
1. ~~Continue to u~~Use vocal development exercises to achieve consistent and accurate intonation.
2. Apply aural skills to adjust individual intonation within the ensemble.

CAD.3 The student will sing with purity of vowels and clarity of consonants.
1. Demonstrate difference between voiced and unvoiced consonants.
2. Demonstrate the use of vowel placement to adjust tone.
3. Demonstrate difference between pure vowels and diphthongs.

CAD.4 The student will sing in a manner reflecting the expressive qualities of music in rehearsal and performance.
1. ~~Incorporate~~ Interpret mood, tempo, dynamics, and tone color in~~to~~ performance.
2. Demonstrate blending vocal timbres and matching dynamic levels.
3. ~~Demonstrate the ability to s~~Sing with expressive phrasing.

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

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

CAD.7 The student will ~~demonstrate the ability to~~ sing independently.
1. Demonstrate audition skills.
2. Demonstrate memorization skills.
3. Perform a song and/or an individual vocal part alone.

CAD.8 The student will read and write notation.
1. Use a symbol system to sight-read melodic lines in major keys.
2. Read and write rhythmic and melodic notation.

3. Sight-read individual voice part in a vocal score.
4. Use available technology and related software.

Create

CAD.9 The student will respond to music through movement.

~~1. Create movement for diverse styles of music.~~

CAD.10 The student will create music through composing, improvising, and arranging.

1. Create harmonies to a given melody.
2. Improvise, vocally, a simple melody.
3. Create arrangements of known melodies.
4. Use available multimedia applications and technology.

Investigate

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

Connect

CAD.12 The student will ~~demonstrate an understanding between~~ discuss the relationship ~~of~~ between music ~~to~~ and other fine arts and disciplines outside the arts.

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

CAD.13 The student will ~~demonstrate leadership ability in the vocal/choral setting~~ identify the collaborative nature of the choral art.

~~1. Demonstrate the ability to fulfill leadership roles including one or more of the following: section leader, officer, accompanist, peer mentor.~~
~~2. Exhibit concert etiquette during performances in a variety of settings.~~
1. Contribute to the success of the ensemble.
2. Demonstrate concert etiquette as a performer and listener.

CAD.14 The student will evaluate musical performances.

1. Evaluate and offer constructive suggestions for improvement of personal and group performances.
2. Articulate musical preferences through the use of music terminology.

CAD.15 The student will study and sing selections representing various historical periods, styles, and cultures, including ~~music of the twentieth century~~ a variety of foreign languages.

~~1. Sing selections in a variety of foreign languages.~~

CAD.16 The student will ~~demonstrate the ability to~~ make informed decisions as a consumer of music.

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

Artist Level

The student at the Artist Level will acquire refined musicianship skills in individual and ensemble performance. The student will continue to develop the ability to evaluate music performances and articulate preferences and choices through the use of cognitive skills and analytical thinking. Connections with music in the community and the world will be expanded, and the creation of an individual performance portfolio will be developed. Competency in solo/ensemble singing and the use of foreign languages will assist in preparing the singer for future musical/vocal development and career opportunities. Increasing awareness of the inter-relatedness of music, the arts, and other disciplines will be emphasized.

Perform

CAR.1 The student will ~~demonstrate a command of~~ apply vocal technique ~~as applied~~ to advanced vocal/choral literature.

1. Demonstrate knowledge of the singing mechanism ~~consistently~~ in vocal production.
2. Use vocal technique in the control of dynamics and articulation.
3. ~~Exhibit increased ability to~~ Use breath~~e~~ing ~~efficiently~~ techniques while singing.
4. Demonstrate control throughout the vocal range.

CAR.2 The student will ~~consistently demonstrate accurate~~ use intonation in solo and ensemble singing.

1. Apply listening skills to adjust individual intonation within the ensemble.
2. Use advanced vocal development exercises to improve intonation.
3. Demonstrate the ability to transpose a cappella music into one or more keys.

CAR.3 The student will sing with purity of vowels and clarity of consonants.

1. Use International Phonetic Alphabet (IPA) as a resource tool.
2. Demonstrate difference between voiced and unvoiced consonants.
3. Demonstrate difference between pure vowels and diphthongs.

CAR.4 The student will sing in a manner reflecting expressive qualities of music, including twent~~ieth~~y-first century vocal techniques.

1. Incorporate mood, tempo, dynamics, and tone color into performance.
2. Demonstrate blending vocal timbres and matching dynamic levels.
3. Demonstrate the ability to sing with expressive phrasing.

CAR.5 The student will perform music written in four or more parts with and without accompaniment.

1. Sing in small ensembles with one student on a part.
2. Perform music with complex and nontraditional harmonies.

CAR.6 The student will respond to various conducting patterns and interpretive gestures.

1. Respond to changing and mixed meter.
2. Demonstrate conducting patterns including duple, ~~and~~ triple, and compound meter.

CAR.7 The student will ~~demonstrate the ability to~~ perform a solo and sing an individual voice part.

1. Demonstrate audition skills.
2. Demonstrate memorization skills.
3. Sing a selection from standard solo repertoire.

CAR.8 The student will read and write complex notation.
1. ~~Demonstrate the ability to p~~Play an individual voice part on a melodic instrument.
2. Sight-read melodic lines in major and minor keys.
3. Read and write complex rhythmic patterns in various meters.
4. Sight-read any voice part in a full vocal score.

Create

CAR.9 The student will respond to music through movement.
1. Create movement for selected styles of music.
2. Design choreography for selected styles of music.

CAR.10 The student will create through improvising, composing, and arranging.
1. Create a descant or ostinato to a previously learned melody.
2. Create harmonies to a given melody.
3. Improvise on a simple melody.
4. Create an arrangement to a given melody.
5. Use available multimedia and technology.

Investigate

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

Connect

CAR.12 The student will ~~demonstrate an understanding between the~~ analyze the relationship of music to the other fine arts and disciplines outside the arts.
1. ~~Find~~ Identify and describe the correlation between vocal/choral music and other disciplines ~~taught in school~~.
2. ~~Explore~~ Research careers in music as related to the other fine ~~and performing~~ arts.

CAR.13 The student will ~~demonstrate~~ use leadership ~~ability~~ skills in the vocal/choral setting.
1. Demonstrate the ability to fulfill leadership roles including one or more of the following: section leader, student conductor, accompanist, officer, peer mentor.
2. Demonstrate concert etiquette during various performances in a variety of settings.

CAR.14 The student will evaluate music performances.
1. Evaluate and offer constructive suggestions for the improvement of personal and group performances.
2. Articulate music preferences through the use of music terminology.
3. Examine professional music reviews as found in available publications.

CAR.15 The student will study and sing selections representing historical periods, various styles, cultures, and music of the twent~~ieth~~y-first century.
1. Choose selections from more than one foreign language.
2. Develop a portfolio of repertoire performed.

CAR.16 The student will ~~demonstrate the ability to~~ make informed decisions as a consumer of music.
1. Identify opportunities to contribute to the musical community.
2. Demonstrate opportunities for attendance at professional and community concerts.

MUSIC STANDARDS OF LEARNING
REVISION JUSTIFICATION

Kindergarten

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
K.1	✔										
K.2	✔										
K.3	✔										
K.4	✔										
K.5	✔										
K.6	✔										
K.7		✔							✔		
K.8	✔										
K.9	✔										
K.10	✔										
K.11	✔										
K.12		✔							✔		

MUSIC STANDARDS OF LEARNING
REVISION JUSTIFICATION

Grade One

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
1.1		✔					✔		✔		
1.2		✔					✔	✔	✔		
1.3	✔										
1.4		✔							✔		
1.5	✔										
1.6	✔										
1.7		✔					✔		✔		
1.8	✔										
1.9	✔										
1.10	✔										
1.11	✔										
1.12		✔					✔		✔		

MUSIC STANDARDS OF LEARNING
REVISION JUSTIFICATION

Grade Two

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
2.1		✔					✔		✔		
2.2		✔					✔	✔	✔		
2.3		✔					✔		✔		
2.4	✔										
2.5		✔					✔		✔		
2.6		✔						✔			
2.7	✔										
2.8	✔										
2.9	✔										
2.10	✔										
2.11		✔					✔		✔		

MUSIC STANDARDS OF LEARNING
REVISION JUSTIFICATION

Grade Three

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
3.1		✔					✔		✔		
					3.2		✔	✔	✔		
3.2		✔	3.3				✔	✔	✔		
3.3	✔		3.4								
					3.5		✔	✔	✔		
3.4	✔		3.6								
3.5	✔		3.7								
3.6		✔	3.8				✔		✔		
3.7		✔	3.9				✔				
3.8	✔		3.10								
3.9	✔		3.11								
3.10	✔		3.12								
3.11	✔		3.13								
3.12	✔		3.14								
3.13		✔	3.15				✔		✔		

MUSIC STANDARDS OF LEARNING
REVISION JUSTIFICATION

Grade Four

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
4.1		✔							✔		
					4.2		✔	✔	✔		
4.2		✔	4.3				✔	✔	✔		
4.3		✔	4.4						✔		
					4.5		✔	✔	✔		
4.4	✔		4.6								
4.5		✔	4.7						✔		
4.6		✔	4.8				✔	✔			
4.7	✔		4.9								
4.8	✔		4.10								
4.9	✔		4.11								
4.10	✔		4.12								
4.11	✔		4.13								
4.12	✔		4.14								
4.13		✔	4.15				✔		✔		

MUSIC STANDARDS OF LEARNING
REVISION JUSTIFICATION

Grade Five

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
5.1		✔					✔		✔		
					5.2		✔	✔	✔		
5.2		✔	5.3				✔	✔	✔		
5.3		✔	5.4						✔		
					5.5		✔	✔	✔		
5.4		✔	5.6				✔	✔	✔		
5.5		✔	5.7				✔	✔			
5.6		✔	5.8						✔		
5.7	✔		5.9								
5.8	✔		5.10								
5.9	✔		5.11								
5.10	✔		5.12								
5.11		✔	5.13				✔		✔		

MUSIC STANDARDS OF LEARNING
REVISION JUSTIFICATION

General Music/Grades 6-8

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
MS.1		✔					✔	✔	✔		
MS.2		✔					✔	✔			
MS.3	✔										
MS.4		✔							✔		
MS.5		✔							✔		
MS.6	✔										
MS.7		✔							✔		
MS.8	✔										
MS.9	✔										

MUSIC STANDARDS OF LEARNING
REVISION JUSTIFICATION

General Music/Grades 9-12

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
HS.1	✔										
HS.2	✔										
HS.3		✔							✔		
HS.4	✔										
HS.5	✔										
HS.6	✔										
HS.7	✔										
HS.8	✔										
HS.9	✔										

MUSIC STANDARDS OF LEARNING
REVISION JUSTIFICATION

Instrumental/Beginning

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
IB.1		✔							✔		
IB.2		✔							✔		
IB.3		✔							✔		
IB.4	✔										
IB.5		✔							✔		
IB.6		✔					✔	✔	✔		
IB.7		✔							✔		
IB.8	✔										
IB.9	✔										
IB.10		✔							✔		
IB.11		✔							✔		
IB.12		✔					✔	✔	✔		
IB.13	✔										
IB.14	✔										
IB.15		✔					✔	✔	✔		

Instrumental/Beginning
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
IB.16	✔										
IB.17		✔							✔		
IB.18		✔					✔	✔	✔		
IB.19		✔					✔	✔	✔		
IB.20	✔										
IB.21		✔		✔							
IB.22		✔	IB.21						✔		
IB.23		✔	IB.22			✔					
IB.24		✔	IB.23				✔	✔	✔		

MUSIC STANDARDS OF LEARNING
REVISION JUSTIFICATION

Instrumental/Intermediate

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
II.1		✔							✔		
II.2		✔							✔		
II.3		✔							✔		
II.4	✔										
II.5		✔							✔		
II.6		✔					✔	✔	✔		
II.7	✔										
II.8	✔										
II.9		✔					✔	✔	✔		
II.10		✔					✔	✔	✔		
II.11		✔					✔	✔	✔		
II.12		✔					✔	✔	✔		
II.13	✔										
II.14	✔										
II.15		✔					✔	✔	✔		

Instrumental/Intermediate
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
II.16	✔										
II.17		✔							✔		
II.18		✔					✔	✔	✔		
II.19		✔							✔		
II.20	✔										
II.21		✔		✔							
II.22		✔	II.21				✔	✔	✔		
II.23		✔	II.22			✔					
II.24		✔	II.23				✔	✔			

MUSIC STANDARDS OF LEARNING
REVISION JUSTIFICATION

Instrumental/Advanced

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
IAD.1		✔							✔		
IAD.2		✔							✔		
IAD.3		✔							✔		
IAD.4	✔										
IAD.5		✔							✔		
IAD.6		✔					✔	✔	✔		
IAD.7	✔										
IAD.8	✔										
IAD.9		✔					✔		✔		
IAD.10		✔							✔		
IAD.11		✔							✔		
IAD.12	✔										
IAD.13	✔										
IAD.14	✔										
IAD.15	✔										

Instrumental/Advanced
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
IAD.16		✔					✔	✔	✔		
IAD.17		✔							✔		
IAD.18		✔					✔	✔	✔		
IAD.19	✔										
IAD.20	✔										
IAD.21	✔										
IAD.22		✔					✔		✔		
IAD.23		✔					✔	✔	✔		
IAD.24	✔										

MUSIC STANDARDS OF LEARNING
REVISION JUSTIFICATION

Instrumental/Artist

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
IAR.1		✔							✔		
IAR.2		✔							✔		
IAR.3		✔							✔		
IAR.4	✔										
IAR.5	✔										
IAR.6	✔										
IAR.7	✔										
IAR.8	✔										
IAR.9		✔					✔	✔	✔		
IAR.10		✔							✔		
IAR.11		✔							✔		
IAR.12	✔										
IAR.13	✔										
IAR.14	✔										
IAR.15	✔										

Instrumental/Artist
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
IAR.16		✔					✔	✔			
IAR.17		✔							✔	✔	
IAR.18		✔					✔	✔	✔		
IAR.19	✔										
IAR.20	✔										
IAR.21	✔										
IAR.22		✔					✔		✔		
IAR.23		✔					✔	✔	✔		
IAR.24	✔										
IAR.25	✔										

MUSIC STANDARDS OF LEARNING
REVISION JUSTIFICATION

Choral/Beginning

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
CB.1		✔					✔	✔	✔		
CB.2		✔					✔	✔	✔		
CB.3		✔					✔	✔	✔		
CB.4		✔				✔	✔	✔	✔		
CB.5		✔					✔	✔	✔		
CB.6	✔										
CB.7		✔							✔		
CB.8		✔					✔	✔	✔		
CB.9		✔							✔		
CB.10	✔										
CB.11		✔					✔	✔	✔		
CB.12		✔				✔	✔	✔	✔		
CB.13		✔							✔		
CB.14		✔							✔		

MUSIC STANDARDS OF LEARNING
REVISION JUSTIFICATION

Choral/Intermediate

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
CI.1		✔					✔	✔	✔		
CI.2		✔					✔	✔	✔		
CI.3		✔					✔	✔	✔		
CI.4		✔				✔	✔	✔	✔		
CI.5	✔										
CI.6		✔					✔	✔	✔		
CI.7		✔							✔		
CI.8		✔					✔	✔	✔		
CI.9		✔					✔	✔	✔		
CI.10		✔					✔	✔	✔		
CI.11		✔					✔	✔	✔		
CI.12		✔				✔	✔	✔	✔		
CI.13		✔							✔		
CI.14		✔							✔		

MUSIC STANDARDS OF LEARNING
REVISION JUSTIFICATION

Choral/Advanced

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
CAD.1		✔					✔	✔	✔		
CAD.2		✔					✔	✔	✔		
CAD.3	✔										
CAD.4		✔					✔	✔	✔		
CAD.5	✔										
CAD.6		✔					✔	✔	✔		
CAD.7		✔							✔		
CAD.8		✔							✔		
CAD.9		✔							✔		
CAD.10	✔										
CAD.11	✔										
CAD.12		✔					✔	✔	✔		
CAD.13		✔							✔		
CAD.14	✔										
CAD.15		✔					✔	✔	✔		

Choral/Advanced
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
CAD.16		✔							✔		

MUSIC STANDARDS OF LEARNING
REVISION JUSTIFICATION

Choral/Artist

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
CAR.1		✔					✔	✔	✔	✔	
CAR.2		✔							✔		
CAR.3	✔										
CAR.4		✔				✔					
CAR.5	✔										
CAR.6		✔							✔		
CAR.7		✔							✔		
CAR.8		✔							✔		
CAR.9	✔										
CAR.10	✔										
CAR.11	✔										
CAR.12		✔				✔	✔	✔	✔	✔	
CAR.13		✔					✔		✔		
CAR.14	✔										
CAR.15		✔				✔					

Choral/Artist
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
CAR.16		✔							✔		

DRAFT

Theatre Arts Standards of Learning

for Virginia Public Schools

Board of Education
Commonwealth of Virginia

October 26, 2005

Theatre Arts
Standards of Learning

Introduction

The Theatre Arts Standards of Learning identify the content and skills required as essential components of the theatre arts curriculum through the middle school and core high school courses. The standards are designed to be cumulative and progress in complexity by course from the middle school through the secondary level.

Throughout a student's theatre arts education, specific content strands or topics are included. These strands are performance and production, cultural context and theatre history, judgment and criticism, and aesthetics. It is through the acquisition of these concepts, content, and skills that the goals for the theatre arts can be 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.

The standards are not intended to encompass the entire curriculum for a grade level or course nor to prescribe how the content should be taught. Teachers will consistently model appropriate use of copyrighted and royalty-protected materials. ~~Teachers~~ They are encouraged to go beyond these standards and to select instructional strategies and assessment methods appropriate for their students.

Goals

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

- Think and act creatively by solving problems individually or collaboratively by employing originality, flexibility, and imagination;
- Develop the acting skills necessary for creative dramatic performance;
- Demonstrate knowledge of the elements of theatre production;
- Demonstrate an understanding of theatre arts in relation to history and culture;
- Develop critical skills to evaluate their work and the work of others;
- Demonstrate an awareness of and responsibility for the safe and ethical use of materials, methods, and technologies;
- Make connections between theatre arts and other fields of knowledge; ~~and~~
- Demonstrate the ability to apply aesthetic criteria for making artistic choices~~.~~; and
- Develop awareness of copyright and royalty requirements for productions.

Strands

Performance and Production

Students will apply concepts and skills that are inherent to theatrical performances. They will recognize problems related to all aspects of theatrical presentation. They will design and implement solutions that are consistent with form and expressive intent. Through study and practical experiences, students will develop the physical, conceptual, and intellectual skills associated with the crafts essential to theatre.

Cultural Context and Theatre History

Students will demonstrate their knowledge of the ways in which cultures and theatre have related throughout history and are interacting today. They will demonstrate an understanding of the ways that other disciplines and their related technologies influence theatre and are correspondingly influenced by theatre. It is essential that students demonstrate the ability to approach the manifold creative tasks associated with theatre to attain group objectives.

Judgment and Criticism

Criticism in the theatre arts is based upon a thorough understanding of the art and craft of theatre. Students are expected to thoughtfully examine, make judgments, and derive meaning from the theatre arts. Students will apply processes that involve observing, listening, reflecting, analyzing, interpreting, and making judgments. These skills are required for creating and producing as well as for judging or evaluating a finished product.

Aesthetics

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

~~Grades 6-12 Safety~~ Grades 6-12 Safety

In implementing the Theatre Arts Standards of Learning, students must know how to follow safety guidelines; practice theatre etiquette; demonstrate appropriate safety techniques; and use and care for equipment, stage properties, costumes, and facilities safely while working individually and in groups.

Safety must be given the highest priority in implementing the theatre arts instructional program in grades six through twelve. Correct and safe techniques, as well as wise selection of resources, materials, and theatre experiences appropriate to students' age levels, must be carefully considered with regard to the safety precautions for every instructional activity. Safe theatre facilities both classroom-based and auditorium-based require thorough planning, careful management, and constant monitoring of student activities. Class enrollments and audience size should not exceed the designed capacity of the room.

The theatre arts embrace a wide range of activities that are necessary to mounting a performance including:

- rehearsal of cast;
- design and implementation of scenery, lighting, costumes, properties, and sound;
- performances with audiences; and
- strike and clean-up of production materials upon completion of performance run.

Each of these activities requires knowledgeable teachers who are prepared to teach the safe use of tools and facilities. The standards listed below are among those that should be followed to avoid potential safety problems:

1. Rehearsal
    - Stage combat should be choreographed to eliminate unnecessary risk.
    - Dance rehearsals should be conducted on a smooth and resilient, but not slippery floor (e.g., sprung wood floors, marley floor).

- Platforms and stair units should be secured from accidental movement and have sufficient railings.
- Since rehearsals are often scheduled after regular school hours, a telephone with a direct outside line and emergency numbers posted nearby should be conveniently located in the theatre.

2. Design and implement technical elements safely
   - The construction and finishing of theatre scenery, costumes, and properties should be conducted under the same conditions and practices used in industrial arts classrooms, including 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, dimmers, and fixtures should be properly maintained and regularly inspected (especially for ground continuity).
   - There should be a master switch for the electric supply for stage lighting equipment.
   - Amplified sound volumes must not exceed safe levels which can result in hearing damage.
   - All damaged and worn out equipment should be immediately removed from service.

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

4. Strike and clean-up
   - Avoid scheduling the strike and clean-up immediately after the final performance.
   - The most dangerous time of a production is the strike and clean-up, therefore it is strongly advised to begin the strike after a night's sleep to reduce accidents caused by fatigue and carelessness.

Middle School
Exploratory Dramatics

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

Performance and Production

M.1 The student will communicate ideas using individual performances, group productions, or group projects to demonstrate teamwork, cooperation, and dependability.

M.2 The student will ~~solve problems kinesthetically through theatre games and improvisations~~ create and build trust and develop listening skills through participation in theatre games and improvisations (e.g., solo and group characterizations, characters in conflict, experiments in rhythm and imagery).

M.3 The student will demonstrate acting skills by
1. vocal production—projection and articulation;
2. movement and gestures; and
3. memorization.

M.4 The student will work collaboratively and safely to select, create, and utilize the technical elements of lighting, scenery, costuming, makeup, properties, and sound.

Cultural Context and Theatre History

M.5 The student will investigate a variety of societal roles, occupations, and relationships through dramatic activities.

M.6 The student will demonstrate how theatre is similar to and different from other literary genres through storytelling, scene presentation, improvisation, or pantomime.

M.7 The student will demonstrate an awareness of a variety of historical and ~~multi~~cultural concepts through dramatic activities.

M.8 The student will identify drama as a major form of literature, including elements of plot, character, setting, mood, and theme.

M.9 The student will identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.

Judgment and Criticism

M.10 The student will give constructive and objective criticism of class performances using appropriate theatre arts vocabulary.

M.11 The student will demonstrate the ability to accept and incorporate constructive criticism in subsequent work.

M.12 The student will read and analyze scripts and respond in oral, written, or visual form.

M.13 The student will view, analyze, and interpret live theatre using oral or written responses regarding directing, design, acting, and artistic presentation.

Aesthetics

M.14 The student will recognize and respond to the unique qualities of theatre ~~through~~, including
1. interaction with the audience/actor;
2. immediacy of live performance;
3. representation of life; and
4. incorporation of the arts.

M.15 The student will ~~respond to ways in which theatrical works evoke sensory and emotional responses~~ define aesthetics and discuss how it is reflected in theatre arts and everyday life.

Theatre I: Introduction to Theatre

The standards for Theatre I: Introduction to Theatre are designed to provide students with a survey of ~~the~~ theatre arts, allowing students opportunities to experience and appreciate dramatic literature and participate in the creative processes of performance and production. The course emphasizes skill development and provides theatrical opportunities that enable students to determine personal areas of interest.

Performance and Production

TI.1 The student will recognize that theatre is an ensemble art while developing communication strategies and problem-solving capabilities through group interaction and artistic collaboration to
1. communicate and defend artistic choices;
2. offer and select alternatives to solve problems and to build consensus; and
3. participate in group collaborations.

TI.2 The student will create and strengthen trust and expand listening skills through participation in theatre games and improvisations (e.g., solo and group characterizations, characters in conflict, experiments in rhythm and imagery, playwriting experiments).

TI.3 The student will apply the creative process to the skills of storytelling, acting, and playwriting by
1. using an acting vocabulary that includes blocking and character development terminology;
2. employing voice, body, and imagination in character development;
3. analyzing and describing the physical, emotional, and social dimension of characters;
4. creating and writing a monologue and/or scene; and
5. memorizing and presenting a monologue and/or scene from a published work.

TI.4 The student will understand and apply principles of technical theatre by
1. defining types of stages and the terms used to delineate stage areas;
2. demonstrating knowledge of the technical components of theatre~~—~~set, properties, lighting, sound, costume, and makeup;
3. identifying the responsibilities of technical personnel, including designers, builders, and operators;
4. demonstrating theatre safety practices; and
5. practicing ethical use of available technology and resources.

TI.5 The student will explore and discuss principles of theatre management, administration, and the production process by
1. identifying the functions of business management, including ~~fund-raising~~ funding, publicity, and house management;
2. identifying the duties of the director and stage manager in the production process;
3. explaining the role of the playwright; and
4. practicing ethical use of literary material.

Cultural Context and Theatre History

TI.6 The student will demonstrate how theatre is similar to and different from other literary genres and art forms.

TI.7 The student will make connections between theatre and other curricular areas.

TI.8 The student will reflect on life in historical times, places, and cultures by
1. researching and applying cultural and historical information to artistic choices;
2. examining non-Western traditions in drama; and
3. demonstrating knowledge of theatrical institutions and opportunities available in the community and the commonwealth.

Judgment and Criticism

TI.9 The student will give and integrate constructive criticism by
1. developing and using appropriate theatre arts vocabulary;
2. discussing performances, projects, and plans; and
3. applying the concepts of evaluation to oral and written observations, including intent, structure, effectiveness, and value ~~to oral and written observations~~.

TI.10 The student will read, analyze, and respond to selected dramatic literature to
1. identify the elements of dramatic literature, including conflict, plot, theme, character, and dialogue; and
2. develop and apply criteria to describe and evaluate dramatic literature.

TI.11 The student will view and analyze live performances and make informed responses by
1. identifying the elements of production—directing, design, and acting;
2. describing, analyzing, and evaluating artistic choices in dramatic presentation; and
3. exhibiting considerate audience behavior at theatrical performances.

Aesthetics

TI.12 The student will describe how theatrical activity can entertain, instruct, and interpret the human experience.

TI.13 The student will describe the elements of a theatrical experience that evoke a personal aesthetic response and describe the response using appropriate theatre arts vocabulary.

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

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

TI.16 The student will discuss how personal experience, culture, and current events shape individual aesthetic experience.

Theatre II: Dramatic Literature and Theatre History

The standards for Theatre Arts II: Dramatic Literature and Theatre History integrate and build upon concepts and skills from Theatre I. Through various modes of expression and performance, students investigate dramatic literature, theatrical styles, and historical periods. Students will study and respond to a variety of theatre experiences that will refine their communicative, collaborative, analytical, interpretive, and problem-solving skills. Students will expand their artistic abilities and appreciation of the theatrical arts.

Performance and Production

TII.1 The student will exhibit rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established classroom standards.

TII.2 The student will collaborate with others to create theatre projects and productions.

TII.3 The student will demonstrate acting skills and techniques, including vocal control, stage movement, script analysis, and rehearsal techniques representing selected styles by

1. using ~~demonstrating~~ gestures, blocking, pacing, and stage business;
2. making vocal and physical choices that represent characterization, conflict, and production style;
3. performing a fully rehearsed and memorized role;
4. incorporating suggestions from the director;
5. continuing to refine research skills for characterization and script/text interpretation;
6. using preparation and awareness activities to improve concentration, observation, imagination, and sensory memory;
7. researching and presenting solo and group performances; and
8. incorporating psychological, historical, and social dynamics derived from information suggested by the script.

TII.4 The student will create and strengthen trust through participation in theatre games and improvisations that

1. demonstrate characterization and justify motivations;
2. develop a narrative that expresses dramatic conflict;
3. develop ~~dialog~~ dialogue and listening skills to express character relationships; and
4. incorporate personal experiences into improvisation and play writing exercises.

TII.5 The student will apply principles of directing by

1. selecting ~~plays~~ scenes and participating in script analysis, casting, rehearsal, and staging;
2. utilizing principles of blocking;
3. communicating directorial choices, including pacing, mood, concept, and style;
4. employing ethical choices in script selection, editing, and presentation; and
5. evaluating choices ~~of~~ made in the directorial process.

TII.6 The student will explore and demonstrate skills and principles of technical theatre by

1. ~~consistently~~ applying basic safety procedures;
2. ~~demonstrating~~ applying the components, functions, and operations of technical theatre elements, including lighting, scenery, costuming, makeup, properties, and sound;
3. making a model of a three-dimensional form from design drawings;
4. ~~making a two-dimensional study of a three-dimensional object using scale drawings, perspective drawings, blueprints, or computer renderings to design scenery, costumes, and properties;~~

~~5.~~4 offering ~~simple or complex~~ solutions to technical theatre problems;
~~6.~~5 interpreting, preparing, and presenting elements of technical theatre to enhance a scene; and
~~7.~~6 evaluating technical choices in formal and informal presentations.

TII.7 The student will explore principles of theatre management/administration and the production process by

1. applying the components, functions, and relationships of theatre management, including box office, publicity/marketing, house, tickets, and concessions;
2. developing a schedule and organizational plan for selected areas of theatre operation; and
3. applying the ~~principles and practices~~ concepts of stage management.

TII.8 The student will demonstrate skill in communicating concepts and information through the study of theatre arts by

1. generating a variety of theatre experiences using various resources, media materials, and available technology; and
2. researching current theatrical institutions and opportunities available in the community, commonwealth, and world.

Cultural Context and Theatre History

TII.9 The student will identify major stylistic movements and connections to historical periods, including classical, Renaissance, Elizabethan, modern, and contemporary by

1. describing and comparing universal characters, situations, themes, and ideas in theatre;
2. identifying, researching, and analyzing symbolism, cultural, and historical clues in dramatic texts; and
3. researching and describing historical production designs, techniques, and performances from various cultures.

TII.l0 The student will trace the development of technical theatre by

1. explaining the effects of technological advances on theatre; and
2. analyzing a variety of dramatic texts with reference to historical and cultural contexts to determine their production requirements.

TII.11 The student will describe how theatre is similar to and different from other art forms, other fields of knowledge, and literary genres by

1. ~~describing~~ identifying characteristics and comparing the presentation of characters, environments, and actions in theatre and other art forms;
2. comparing the interpretive and expressive natures of various art forms in specific cultural or historical periods; and
3. making connections between theatre and other fields of knowledge.

Judgment and Criticism

TII.12 The student will give and receive constructive criticism by
1. discussing and critiquing performances, projects, plans, or ideas objectively;
2. evaluating personal artistic choices and artistic choices of others in informal and formal productions;
3. analyzing and evaluating ~~critical comments~~ reviews and critiques of ~~about~~ dramatic works; and
4. attending and critiquing theatrical productions outside of the school environment.

TII.13 The student will read, analyze, and respond to selected dramatic literature by
1. using an expanded theatre arts vocabulary and terminology;
2. identifying elements in dramatic literature, including structure, style, form, mood, language, spectacle, symbolism, genre, and setting;
3. demonstrating visual, oral, aural, kinesthetic, ~~and~~ or written responses ~~to dramatic literature~~; and
4. applying dramatic themes to personal experiences or current events.

TII.14 The student will analyze how theatre is similar to and different from other literary genres and art forms by
1. comparing theatre to film, video, novels, short stories, poetry, ~~music~~, dance arts, music and the visual arts;
2. viewing various art forms and comparing how common themes are expressed; and
3. discussing ways in which ~~the visual arts, music;~~ dance ~~and/or other art forms can~~ arts, music, and the visual arts enhance theatrical presentations.

Aesthetics

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

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

TII.17 The student will support aesthetic opinions by reasoned processes using an expanded theatre vocabulary.

TII.18 The student will describe, refine, and organize personal ideas about the aesthetic qualities of a theatrical work.

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

Theatre III: Intermediate Acting and Playwriting

The standards for Theatre Arts III: Intermediate Acting and Playwriting integrate and build upon concepts and skills from Theatre II. Through various modes of expression and performance, students investigate acting styles, and the process of playwriting, which includes character development, research, dramatic structure, conflict, and resolution. Students will study and respond to a variety of theatre experiences that will refine their collaborative, analytical, interpretive, and problem-solving skills. Students will deepen their artistic abilities and appreciation of the theatrical arts.

Performance and Production

TIII.1 The student will apply rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established classroom standards.

TIII.2 The student will exhibit independence, discipline, and commitment to the theatre process through work on assigned projects and productions.

TIII.3 The student will integrate acting skills and techniques incorporating voice, movement, and analysis in the rehearsal process and performance by
1. creating and sustaining multi-dimensional characters;
2. initiating artistic choices to enhance performance;
3. enhancing characterizations, dialogue and action;
4. exercising artistic discipline to achieve an ensemble in rehearsal and performance;
5. listening to other actors and responding internally as well as externally; and
6. demonstrating self-confidence, and self-expression.

TIII.4 The student will demonstrate the audition process by
1. researching and selecting classical, modern, tragic and comic monologues by established playwrights; and
2. presenting memorized selections for critique.

TIII.5 The student will investigate basic film/video production, including camera techniques, appropriate terminology, screenplays, acting for the camera, and the editing process.

TIII.6 The student will explore playwriting by writing monologues, dialogues, scenes and short plays that
1. exhibit unique character voices;
2. use basic dramatic structure; and
3. develop an idea through action.

TIII.7 The student will demonstrate the principles of design by
1. applying safety procedures;
2. making a two-dimensional study of a three-dimensional object using scale drawings, perspective drawings, blueprints, or computer renderings to design scenery, costumes, and properties;
3. building a scale model of a setting for a stage or film/video;
4. rendering lighting plots and costume plates for stage or film/video;
5. applying solutions to technical problems; and
6. analyzing and justifying design choices.

Cultural Context and Theatre History

TIII.8 The student will research multiple acting styles from a variety of historical periods by
1. comparing and contrasting decorum, environments, and manners; and
2. interpreting characters, situations, and themes.

TIII.9 The student will trace the development of performance design by
1. explaining the effects of technology; and
2. analyzing a variety of dramatic texts with reference to historical and cultural contexts to determine their design requirements.

TIII.10 The student will compare and contrast theatre to film/video by
1. listing characteristics of production methods;
2. analyzing the difference between theatre scripts and film/video screenplays; and
3. describing the use of film/video or theatre in a changing world.

Judgment and Criticism

TIII.11 The student will use theatre, playwriting, acting and film/video vocabulary.

TIII.12 The student will apply oral and written critiques to acting styles by
1. assessing projects, plans, or ideas;
2. incorporating personal artistic choices in informal and formal productions; and
3. critiquing acting styles of professional theatrical productions.

TIII.13 The student will apply a critical methodology to playwriting by
1. revising original student scripts;
2. exploring the structure of established playwrights in relation to the student work; and
3. recognizing that there will be a variety of responses by audience members.

TIII.14 The student will compare and contrast narrative structure, acting styles, and production methods of theatre and film/video.

Aesthetics

TIII.15 The student will develop and defend personal criteria in response to theatrical and film/video performances and production values.

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

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

TIII.18 The student will defend multiple points of view regarding theatrical works.

Theatre IV: Advanced Acting and Directing

The standards for Theatre Arts IV: Advanced Acting and Directing refine the concepts and skills from Theatre III reinforcing the principles learned in Theatre I and II. Through research, performance and evaluation students will develop artistic criteria that will be applied to performance and directing. Students will study and respond to a variety of theatre experiences that showcases collaborative, analytical, interpretive, and problem-solving skills.

Performance and Production

TIV.1 The student will work independently and collaboratively to raise the standards of formal and informal performance and production work.

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 pieces, e.g.; monologues, scenes and 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 historical and cultural context, through line, and intent of the playwright.

TIV.3 The student will demonstrate vocal performance skills—articulation, projection, volume, pitch, tone, vocal placement, rhythm and dialect.

TIV.4 The student will demonstrate movement skills—use of facial expression, posture, control of gesture, leading center, balance, poise, timing, and breath control.

TIV.5 The student will prepare for professional auditions by
1. choosing and preparing a repertory of one and two minute audition pieces of both classical and modern selections from full-length plays;
2. preparing and presenting written and oral critiques of their own and peer audition pieces;
3. preparing a written performance and production resume; and
4. following the audition notice guidelines.

TIV.6 The student will direct a two-character scene, a multi-character scene, and a one-act play for performance by
1. selecting scripts;
2. auditioning and casting actors;
3. establishing rehearsal and production schedules;
4. creating prompt books;
5. creating designs for set, sound, lighting, make-up, and costumes;
6. researching history, culture and concept of the scripts;
7. employing blocking to achieve focus;
8. working with actors to develop effective characterizations;
9. overseeing technical responsibilities;
10. solving technical and design problems inherent in the scripts;
11. demonstrating knowledge of current copyright laws and their applications, e.g., royalties and rights;

12. creating a collaborative working relationship among casts and crews; and
13. modeling artistic discipline in rehearsal and performance situations.

TIV.7 The student will apply principles of stage management by
1. creating a prompt book noting blocking, lighting, sound, and effect cues;
2. assisting the director in all areas of the production;
3. creating production and rehearsal schedules, contact sheets, and cue sheets; and
4. maintaining effective communication and safety procedures with members of the cast and crew.

Cultural Context and Theatre History

TIV.8 The student will use cultural and historical research to justify choices in directing and acting projects.

TIV.9 The student will research the development of the role of the director as a unifying force in a production.

Judgment and Criticism

TIV.10 The student will use acting and directing vocabulary to analyze, evaluate, and interpret meaning in personal projects and other productions.

TIV.11 The student will research, analyze, and compare published criticisms from a variety of sources and present a written and oral defense of the findings.

TIV.12 The student will defend a personal point of view expressed in acting and directing performances by conducting an effective critique.

TIV.13 The student will describe, interpret, and evaluate, in oral and written form, the qualities of theatrical productions that affect the audience response, including
1. directors' interpretations;
2. balanced production elements;
3. actors' ability to sustain and project believable characters; and
4. audience catharsis.

Aesthetics

TIV.14 The student will explain how personal criteria is applied to personal performance.

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

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

TIV.17 The student will justify personal perceptions of a director's vision of the playwright's intent.

THEATRE ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Middle School: Exploratory Dramatics

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
M.1	✔										
M.2		✔							✔		
M.3	✔										
M.4	✔										
M.5	✔										
M.6	✔										
M.7		✔							✔		
M.8		✔					✔	✔	✔		
M.9	✔										
M.10	✔										
M.11		✔					✔	✔	✔		
M.12	✔										
M.13	✔										
M.14		✔					✔	✔	✔		
M.15		✔					✔	✔	✔		

THEATRE ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Theatre I: Introduction to Theatre

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
TI.1	✔										
TI.2	✔										
TI.3	✔										
TI.4	✔										
TI.5		✔								✔	
TI.6	✔										
TI.7	✔										
TI.8	✔										
TI.9		✔							✔		
TI.10		✔					✔				
TI.11	✔										
TI.12		✔								✔	
TI.13	✔										
					TI.14		✔	✔			
					TI.15		✔	✔			

THEATRE ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Theatre II: Dramatic Literature and Theatre History

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
					TI.16		✔	✔			
TII.1		✔						✔	✔		
TII.2	✔										
TII.3		✔							✔		
TII.4		✔								✔	
TII.5		✔						✔	✔		
TII.6		✔						✔	✔		
TII.7		✔							✔		
TII.8	✔										
TII.9	✔										
TII.10	✔										
TII.11		✔						✔	✔		
TII.12		✔							✔		
TII.13		✔							✔		
TII.14		✔						✔			

Theatre II: Dramatic Literature and Theatre History
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
TII.15	✔										
TII.16		✔						✔	✔		
					TII.17		✔	✔			
					TII.18		✔	✔			
					TII.19		✔	✔			

DRAFT

Visual Arts Standards of Learning

for Virginia Public Schools

Board of Education
Commonwealth of Virginia

October 26, 2005

Visual Arts
Standards of Learning

Introduction

The Visual Arts Standards of Learning identify the content and skills required as essential components of the visual arts curriculum at each grade level for Virginia's public schools. Standards are identified for kindergarten through grade eight and for four core high school courses, and are designed to be cumulative. They progress in complexity by grade level from kindergarten through the sequence of high school courses.

Throughout a student's visual arts education, specific content strands or topics are included. These strands are visual communication and production, cultural context and art history, judgment and criticism, and aesthetics. It is through the acquisition of these concepts, content, and skills that the goals for the visual arts can be realized. A comprehensive visual arts education program provides students with multiple means of expression as well as analytical skills to evaluate information that is conveyed by images and symbols.

The standards are not intended to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers will consistently model appropriate use of copyrighted and royalty-protected materials. ~~Teachers~~ They are encouraged to go beyond these standards and to select instructional strategies and assessment methods appropriate for their students.

Goals

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

- Select and use art media, subject matter, and symbols for expression and communication;
- Know the elements of art and the principles of design and how they are used in the visual arts;
- Solve visual arts problems with originality, flexibility, fluency, and imagination;
- Understand the relationship of the visual arts to history, culture, and other fields of knowledge;
- Use materials, methods, information, and technology in a safe and ethical manner;
- Perceive, reflect upon, and evaluate the characteristics, purposes, and merits of their work and the work of others;
- Identify, analyze, and apply criteria for making visual aesthetic judgments~~; and~~
- Develop an aesthetic awareness and personal philosophy regarding the nature, meanings, and values in the visual arts~~.~~;
- Develop an understanding and appreciation of the roles, opportunities, and careers in the visual arts and related areas; and
- Develop awareness of copyright and royalty requirements when exhibiting and producing works of art.

Strands

Visual Communication and Production

Students will develop and communicate ideas by choosing, ~~and~~ evaluating, and creating subject matter and symbols. They will develop fluency in visual, oral, and written communication using art vocabulary and concepts. Through art production, students will express ideas and feelings in two-dimensional and three-

dimensional art forms and gain respect for their own work and the work of others. Students also will demonstrate safe and ethical practices in the use of art materials, tools, techniques, and processes.

Cultural Context and Art History

Students will see the visual arts in relation to history and culture through the investigation of works of art from different times and different places. Through the study of works of art and the ~~artists~~ people who produced them, students will learn ~~to appreciate~~ the role the visual arts play in communicating historical and cultural beliefs and ideals.

Judgment and Criticism

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

Aesthetics

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

K-12 Safety

In implementing the Visual Arts Standards of Learning, teachers must teach and students must know the rationale for safe practices and guidelines; ~~must know how to follow safety guidelines~~; demonstrate appropriate classroom safety techniques; and use materials, equipment, tools, and art spaces safely while working individually and in groups. Teachers are responsible for ensuring that students know why some materials and practices are unsafe.

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

Teachers must be knowledgeable of the properties, use, storage, and proper disposal of all art materials that may be judged as hazardous prior to their use in an instructional activity. 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 be tested by the manufacturer and exhibit 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 be more harmful to children than to adults. Since children are still growing and developing, their bodies can more readily absorb toxic materials that can cause more damage than in adults. Since children are smaller, an amount of a toxic material would be more concentrated than in an adult's body. Children are also at higher risk because of their behavior. Children may not understand why it is important to

be careful when using harmful materials. Also, some young children may put things in their mouths or swallow them. Toxic materials can enter the body in three different ways: inhalation, ingestion, or through the skin. If toxic material does enter the child's body, it can result in an acute illness, chronic illness, cancer, allergic reaction, or death.

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

1. Avoid certain materials from student's art supplies for students in pre-kindergarten through grade six or up to twelve years of age. The general rules are listed below:
   - no dust or powders;
   - no chemical solvents or solvent-containing products;
   - no aerosol spray cans, air brushes, ~~and so forth~~ or other propellants;
   - no acids, alkalis, bleaches, or other corrosive chemicals;
   - no donated or found materials unless ingredients are known;
   - no old materials—they may be more toxic and have inadequate labeling; and
   - no lead, metals, or cadmium products – these can be found in paints, glazes, metal work, and stained glass.

   Substitution of nontoxic materials for hazardous materials should be made a priority where feasible with students over twelve years of age.

2. Treat high-risk students with special care and attention. Students who are physically or mentally disabled are at greater than normal risk from toxic materials. High-risk children include those who have visual or hearing problems, physical disabilities, asthma, take medication, or are emotionally disturbed. These high-risk students need special attention when using potentially harmful art supplies.

3. Make sure products are adequately labeled. Do not use any product that does not have a label or has a label that gives inadequate information. In general, the more the label describes the product, the easier it will be to use safely. The label should state how the product is to be used. It should also state what to do in case of an accident. Even if the label says "nontoxic," do not assume that it is completely safe. Art materials must contain one of the three ASTM-D 4236 labels listed above for assurance that they are safe products. If containers are changed, be sure to label the new container.

4. Purchase products in small containers. Smaller amounts of a product mean less exposure to the product. Also, larger amounts often are not ~~readily used up~~ quickly depleted. 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.

Arts educators are responsible for the art materials they order and 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. Art materials containing toxic substances that can cause acute or chronic health effects are prohibited from use with students up to twelve years of age. ~~t~~Teachers of students twelve years of age or older should avoid the use of toxic hazardous art materials.

Kindergarten

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

Visual Communication and Production

K.1 The student will create works of art that represent personal solutions to art problems.

K.2 The student will demonstrate self-expression through creation of works of art.

K.3 The student will identify and use
1. colors—red, blue, yellow, green, orange, violet, brown, black, and white;
2. textures—sight and touch;
3. line and line characteristics—straight/curved, thick/thin, long/short, vertical/horizontal, and diagonal;
4. shape—circle, square, triangle, rectangle, and oval; and
5. patterns—natural and man-made.

K.4 The student will create a work of art that commemorates a personal or historical event.

K.5 The student will make a work of art that depicts a specific animal or plant.

K.6 The student will create a self-portrait.

K.7 The student will identify objects within the environment that occupy space.

K.8 The student will identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.

K.9 The student will describe the sequence of steps in the making of a work of art.

K.10 The student will ~~manipulate~~ use three-dimensional art materials to demonstrate motor skills by pinching, pulling, squeez~~e~~ing, twisting, pounding, and rolling.

K.11 The student will use two-dimensional art materials to demonstrate motor skills in painting, pasting, gluing, folding, cutting, modeling, printing, and stamping.

Cultural Context and Art History

K.12 The student will identify people who make art as artists (e.g., painters, sculptors, printmakers, architects, graphic designers).

K.13 The student will identify the purposes for creating works of art.

K.14 The student will discuss the concept that all cultures create works of art.

Judgment and Criticism

K.15 The student will look at, describe, and respond to works of art.

K.16 The student will classify objects in the environment by using art vocabulary (e.g., color, texture, line, shape, ~~and~~ pattern).

Aesthetics

K.17 The student will discuss and explain ideas and expressions in personal works of art.

K.18 The student will select a preferred work of art from among others and explain why it was chosen.

K.19 The student will discuss thoughts, experiences, and feelings expressed in works of art.

Grade One

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

Visual Communication and Production

1.1 The student will recognize and discuss various solutions to a single art problem.

1.2 The student will use the senses of vision, touch, and hearing as inspirations for works of art.

1.3 The student will identify and use
1. primary colors—red, blue, and yellow;
2. line and line variations—zig-zag, dotted, wavy, and spiral;
3. texture—visual and tactile;
4. shape—geometric and organic; and
5. patterns—alternating and repeating.

1.4 The student will create works of art inspired by spoken and written stories and poems.

1.5 The student will create art from real and imaginary sources of inspiration.

1.6 The student will use past experiences and simulated situations as subject matter in works of art.

1.7 The student will demonstrate the ability to recognize size relationships.

1.8 The student will develop eye/hand coordination by drawing and constructing.

1.9 The student will observe and depict plants, animals, and people in a landscape work of art.

1.10 The student will demonstrate motor skills by weaving, tearing, and folding.

Cultural Context and Art History

1.11 The student will recognize and describe how art is an integral part of one's own culture.

1.12 The student will identify and describe works of art that communicate feelings, ideas, and information.

1.13 The student will identify American cultural symbols and events depicted in art.

Judgment and Criticism

1.1~~4~~ The student will discuss why viewers may have different responses to works of art.

1.15 The student will view works of art and describe similarities and differences between them.

~~1.16 The student will respond orally to works of art with reference to primary colors, line, texture, shape, and pattern.~~

1.1~~7~~6 The student will describe and discuss the visual qualities and content of works of art using an art vocabulary.

Aesthetics

1.1~~8~~7 The student will discuss the reasons why works of art have value.

1.1~~9~~8 The student will ~~discuss various~~ express a point~~s~~ of view regarding what art is and what purpose art serves.

1.~~20~~19 The student will describe and discuss ideas and emotions communicated in works of art.

Grade Two

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

Visual Communication and Production

2.1 The student will incorporate unanticipated results of art making into works of art.

2.2 The student will use literary sources to generate ideas for works of art.

2.3 The student will identify and use
1. secondary colors—orange, violet, and green;
2. shapes—geometric and organic;~~ and~~
3. three-dimensional forms—cube, cylinder, sphere, pyramid, and cone~~.~~; and
4. pattern—complex alternating and repeating.

2.4 The student will communicate an environmental or historical theme in a work of art.

2.5 The student will create a still life work of art using inanimate objects as a visual source.

2.6 The student will depict objects in proportion within a work of art.

2.7 The student will collaborate with others to create a work of art.

2.8 The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.

2.9 The student will create a three-dimensional work of art.

2.10 The student will create a work of art by manipulating clay.

Cultural Context and Art History

2.11 The student will compare the art, artifacts, and architecture of other cultures with that of their own.

2.12 The student will identify symbols that various cultures use to represent common themes.

2.13 The student will identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians (First Americans).

Judgment and Criticism

2.14 The student will express opinions with supporting statements regarding works of art.

2.15 The student will categorize works of art by subject matter, including portrait, landscape, and still life.

2.16 The student will distinguish between natural objects and objects made by man in the environment.

Aesthetics

2.17 The student will discuss local public art and its value to the community.

2.18 The student will describe the meanings and feelings evoked by works of art.

2.19 The student will discuss the ways that the art of a culture reflects its people's attitudes and beliefs.

Grade Three

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

Visual Communication and Production

3.1 The student will identify innovative solutions used by artists to solve visual problems.

3.2 The student will use various art processes and techniques to produce works of art.

3.3 The student will develop art ideas from alternative sources, including print, non-print, and technology.

3.4 The student will identify and use
1. intermediate colors;
2. warm and cool colors;
3. positive and negative space;
4. balance—symmetry and asymmetry;~~ and~~
5. pattern~~.~~—extend the sequential structure using motifs; and
6. contrast.

3.5 The student will compare and contrast organic and geometric shapes in works of art.

3.6 The student will create a work of art based upon interpretation of sensory experiences.

3.7 The student will create a functional ~~work of art~~ object that reflects the contributions of Greco-Roman civilizations as found in artifacts.

3.8 The student will create the illusion of depth on a two-dimensional surface using overlapping, size variation, and placement in the picture plane.

3.9 The student will identify and use foreground, middle ground, and background in two-dimensional works of art.

3.10 The student will identify architectural forms that are variations of the cube, cylinder, sphere, pyramid, and cone.

3.11 The student will produce a work of art that communicates feelings.

3.12 The student will create a work of art in clay using the coil-building process.

Cultural Context and Art History

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

3.1~~4~~ The student will identify distinguishing characteristics of landscape, seascape, and cityscape.

3.15 The student will compare and contrast architectural styles of ancient cultures, including Greece and Rome.

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

3.1~~6~~7 The student will identify works of art that reflect times, places, and cultures.

3.1~~7~~8 The student will explain the role of archaeology in learning about the art of past cultures.

Judgment and Criticism

3.~~18~~9 The student will discuss why works of art have been interpreted in different ways throughout history.

3.~~19~~20 The student will describe the problem-solving process involved in producing personal works of art using appropriate art vocabulary.

3.2~~0~~1 The student will discuss the difference between art and ~~artifacts~~ other types of objects using appropriate art vocabulary.

3.2~~1~~2 The student will categorize works of art by subject matter, including portrait, landscape, still life, and narrative.

3.2~~2~~3 The student will analyze works of art for the use of
1. rhythm;
2. balance—symmetry and asymmetry; and
3. spatial relationships—overlapping, size, proportion, and placement.

Aesthetics

3.2~~3~~4 The student will discuss how criteria used to value art varies from one culture to another.

3.2~~4~~5 The student will examine the relationship between beauty and function in the artifacts of a culture.

3.2~~5~~6 The student will identify common attributes in works of art produced by artists within one culture.

3.2~~6~~7 The student will develop and describe personal reasons for valuing works of art.

Grade Four

The standards for grade four continue to emphasize the elements of art and the principles of design as the basic building blocks for art appreciation and production. Students explore a range of materials and subject matter. Emphasis is on the importance of historic events and environment in Virginia from colonial times to the present. Students examine the influence of the past on contemporary culture.

Visual Communication and Production

4.1 The student will generate ideas for works of art through discussion.

4.2 The student will use thumbnail sketches to document thought processes when creating works of art.

4.3 The student will create a work of art that uses themes, ideas, and art forms from the past.

4.4 The student will identify and use the characteristics of color, including hue, tint, shade, and intensity.

4.5 The student will identify and use variety, repetition, and unity in a work of art.

4.6 The student will identify and use a variety of lines in a work of art.

4.7 The student will describe and use hand-building techniques, including the slab method to make a ceramic work of art.

4.8 The student will identify positive and negative space in works of art.

4.9 The student will use contour drawing, perspective drawing, and shading techniques to create a work of art that depicts a three-dimensional object on a two-dimensional surface.

4.10 The student will create an abstraction based upon an object in the environment.

Cultural Context and Art History

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

4.12 The student will ~~identify~~ recognize, compare, and contrast the characteristics of ~~cultural diversity~~ diverse cultures in works of contemporary art.

4.13 The student will identify the influences of ancient cultures on Early American architecture.

4.14 The student will evaluate the importance of arts, crafts, and artists in the fulfillment of basic human needs in Colonial Virginia.

4.15 The student will use research tools and procedures to investigate artists and their work.

Judgment and Criticism

4.16 The student will analyze works of art based on visual properties.

4.17 The student will distinguish among abstract, representational, and nonrepresentational works of art.

4.18 The student will identify and investigate ways that works of art from popular culture reflect the past and how they influence the present.

4.19 The student will support the selection of a work of art using appropriate art vocabulary.

4.20 The student will categorize works of art by subject matter, including portrait, landscape, still life, narrative, and genre.

Aesthetics

4.21 The student will discuss how personal beliefs influence responses to works of art.

4.22 The student will formulate questions about works of art from past or present cultures.

4.23 The student will select a preferred work of art from among others and defend the choice using appropriate art vocabulary.

Grade Five

The standards for grade five enable students to use their knowledge and skills to synthesize information, thus allowing them to produce and respond to works of art. Emphasis is on communication of personal values and beliefs in art appreciation and production. Study relates to art produced by cultures from Pre-Columbian times to 1877. Students gain fluency in the use and understanding of the elements of art and the principles of design as they relate to artistic expression and communication.

Visual Communication and Production

5.1 The student will synthesize information to produce works of art.

5.2 The student will use the primary colors and black and white to mix a variety of hues, tints, and shades to create a work of art.

5.3 The student will use the elements of art: line, shape, form, color, value, texture, and space to express ideas, images, and emotions.

5.4 The student will create repeating patterns using translation (slide), reflection (flip), and rotation (turn).

5.5 The student will use the principles of design to express ideas and create images, including proportion, rhythm, balance, emphasis, variety, contrast, and unity.

5.~~4~~6 The student will develop ideas for works of art by conducting research, making preliminary sketches, and constructing models.

5.~~5~~7 The student will collaborate with others to produce a work of art that characterizes a historical time period.

5.~~6~~8 The student will defend a position regarding a historical or contemporary issue through the production of a work of art.

5.~~7~~9 The student will demonstrate an understanding of symbolic meanings by incorporating symbols in a work of art.

5.~~8~~10 The student will use linear perspective in a work of art.

5.~~9~~11 The student will emphasize spatial relationships in works of art.

5.1~~0~~2 The student will use art materials experimentally in expressive works of art.

5.1~~1~~3 The student will use a computer to produce a work of art.

5.1~~2~~4 The student will use three-dimensional art media to create a sculpture in the round, high relief, or bas-relief.

5.1~~3~~5 The student will describe the changes that occur in clay during the ceramic process, including plastic, leatherhard, greenware, bisque, and glazeware.

5.1~~4~~6 The student will produce fiber art that reflects the qualities of the fiber art of another age, culture, or country.

Cultural Context and Art History

5.1~~5~~7 The student will compare art, architecture, and artifacts of a past culture with that of the present.

5.1~~6~~8 The student will identify the influences of historic events, subject matter, and media in works of art.

5.~~17~~9 The student will research artists from a variety of cultures and the works of art they have produced.

5.~~18~~20 The student will identify and discuss how American historical events influenced works of art, with emphases on Westward Expansion and the Civil War.

5.~~19~~21 The student will research, compare, and contrast the art of two cultures using contemporary technology.

Judgment and Criticism

5.2~~0~~2 The student will compare and contrast art from various cultures and periods, including Pre-Columbian, African-American, Colonial American, and European using appropriate art vocabulary.

5.2~~1~~3 The student will discuss an artist's point of view based on evidence perceived in works of art.

5.2~~2~~4 The student will compare and contrast natural and constructed environments.

Aesthetics

5.2~~3~~5 The student will discuss how criteria used to value art vary ~~varies~~ over time within the same culture.

5.2~~4~~6 The student will describe a valued object within the culture of today in terms of aesthetic preferences.

5.2~~5~~7 The student will articulate reasons for establishing preferences among works of art using appropriate art vocabulary.

Grade Six

The standards for grade six emphasize exploration. Using the elements of art and the principles of design as a framework, students investigate a variety of experiences and concepts. Students explore various two-dimensional and three-dimensional art media using a variety of expressive and technical approaches. Students are brought to understand the factors that distinguish artistic styles that clarify the role of art in American culture. Through critical examination, students will determine how artists convey meaning through the use of forms, media, and symbols. Students will test and develop their own ideas regarding the nature of art and will encounter philosophical and ethical questions. Upon the successful completion of the visual arts standards for grade six, students will possess the skills that will allow them to evaluate the effects of various influences on the discipline of the visual arts.

Visual Communication and Production

6.1 The student will solve design problems using color relationships selected from the color wheel.

6.2 The student will use the principles of design to express ideas and create images, including proportion, rhythm, balance, emphasis, variety, and unity.

6.3 The student will use one-point perspective to create the illusion of depth in a two-dimensional drawing.

6.4 The student will depict the proportional relationships among the parts of the human body or other objects.

6.~~4~~5 The student will use visual memory skills to produce a work of art.

6.~~5~~6 The student will use appropriate art media and techniques to create both visual and tactile textures in works of art.

6.~~6~~7 The student will use chiaroscuro to create the illusion of form in a work of art.

6.~~7~~8 The student will produce a kinetic work of art.

6.~~8~~9 The student will utilize fantasy as a means of expression in works of art.

6.~~9~~10 The student will create original works of art using computer graphics and computer-generated text.

Cultural Context and Art History

6.1~~0~~1 The student will identify the components of an artist's style, including materials, design, methods, and subject matter.

6.1~~1~~2 The student will identify major art movements in American culture from 1877 to the present, with emphasis on relating major art movements to changes in science and technology.

6.1~~2~~3 The student will identify the contributions of artists to society.

Judgment and Criticism

6.1~~3~~4 The student will discuss the ways that art can be persuasive.

6.14~~5~~ The student will discuss the elements of art, the principles of design, art techniques, and art media as they influence meaning in works of two-dimensional and three-dimensional art.

6.1~~5~~6 The student will demonstrate inquiry skills and appropriate art vocabulary for
1. describing works of art;
2. responding to works of art;
3. interpreting works of art; and
4. evaluating works of art.

6.1~~6~~7 The student will discuss the ideas and emotions expressed in works of art using appropriate art vocabulary.

6.1~~7~~8 The student will identify the relationship between art processes and final solutions.

6.~~18~~9 The student will identify and examine ethical standards in the use of
1. print and digital images;
2. materials protected by copyright; and
3. information technology.

Aesthetics

6.~~19~~20 The student will respond to works of art and analyze responses in terms of cultural and visual meaning.

6.2~~0~~1 The student will generate philosophical questions regarding meanings in works of art.

6.2~~1~~2 The student will describe the manner in which the belief systems of a viewer may influence contemplation of works of art.

6.2~~2~~3 The student will explain orally and in writing, the means by which visual art evokes sensory and emotional responses.

Grade Seven

The standards for grade seven continue to emphasize exploration, analysis, and investigation of the creative process. Students develop technical skills that empower them to communicate ideas visually, with the focus on realistic representations of their environment. Students acquire knowledge that permits them to identify art styles and the periods to which they belong. In addition, they become aware of a variety of art careers that they may consider. They develop inquiry skills and vocabulary as they explore the meaning of works of art through analysis 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 identify and use analogous, complementary, and monochromatic color relationships in works of art.

7.2 The student will create the illusion of movement in two-dimensional and three-dimensional works of art.

7.3 The student will apply the elements of art and the principles of design in two-dimensional and three-dimensional works of art, including line, shape, form, color, value, texture, space, proportion, rhythm, balance, emphasis, variety, and unity.

7.4 The student will use line variations, including directionality, width, and implied line to create contrasting qualities in a composition.

7.5 The student will communicate information and ideas through illustration.

7.6 The student will create the illusion of depth in two-dimensional works of art using a variety of the following devices:
1. overlapping;
2. atmospheric perspective;
3. diminishing size and detail; and
4. object placement in the picture plane.

7.7 The student will create contour line drawings that demonstrate perceptual skill.

7.8 The student will use two-point perspective to create the illusion of depth in a two-dimensional drawing.

7.9 The student will create two-dimensional and three-dimensional works of art emphasizing one of the elements of art.

7.10 The student will create three-dimensional works of art using geometric forms.

7.11 The student will create works of art by representing and interpreting ideas from other fields of knowledge.

7.12 The student will use mechanical graphic arts instruments and devices to solve commercial design problems.

7.13 The student will create original works of art using computer design programs.

7.14 The student will use problem-solving skills to create a work of art that communicates ideas or emotions.

Cultural Context and Art History

7.15 The student will identify styles and themes in works of art from historical times and places.

7.16 The student will compare and contrast the characteristics of public art and monuments.

7.17 The student will compare various art careers and the methods of preparing for them.

Judgment and Criticism

7.18 The student will identify and examine the uses and impact of persuasive techniques in print and electronic media.

7.19 The student will explore and identify subjects, themes, and symbols as they relate to meaning in works of art.

7.20 The student will identify and examine criteria for judging works of art.

7.21 The student will identify and examine ethical and legal considerations in the use of appropriated images and information.

7.22 The student will analyze, interpret, and judge works of art based on the organization and manipulation of the elements of art and the principles of design using appropriate art vocabulary.

7.23 The student will compare and contrast the life experiences depicted in works of art from other cultures with personal experiences.

7.24 The student will identify the processes artists use to create works of art by analyzing rough sketches, drafts, and series.

Aesthetics

7.25 The student will analyze and describe how factors of time and place influence visual characteristics that give meaning and value to a work of art.

7.26 The student will generate questions and possible answers to questions about works of art.

7.27 The student will describe ways that social and cultural beliefs can influence responses to works of art.

7.28 The student will describe personal sensory responses to the visual qualities of a work of art.

Grade Eight

The standards in grade eight focus on the synthesis and application of previously learned concepts. Using traditional and emerging technologies, students are able to apply more complex technical skills as they manipulate the elements of art and the principles of design, art media, and ideas. Students acquire art skills that enable them to make conscious choices of media and techniques for expressive purposes. Students produce works of art that are developed from preliminary ideas and sketches. They compare and contrast art from different world cultures and investigate how context can influence meaning. Students debate the purposes of art, formulate reasoned responses to meaningful art questions, develop their own criteria for making art judgments, and develop a personal aesthetic. The acquisition of these skills enables students to develop a world view, placing the discipline of art within a broader context, and relating it to other fields of knowledge.

Visual Communication and Production

8.1 The student will create works of art that emphasize specific formal color relationships.

8.2 The student will further expand and develop the use of the elements of art and the principles of design.

8.3 The student will use aerial perspective to create the illusion of depth in a two-dimensional drawing.

8.4 The student will use multiple-point perspective to create the illusion of depth in a two-dimensional drawing.

8.5 The student will use line to create value in a work of art.

8.6 The student will create three-dimensional works of art using a variety of themes and processes.

8.7 The student will identify and analyze the uses of typography in graphic arts.

8.8 The student will demonstrate skill in combining text and imagery using computer technology.

8.9 The student will create and maintain an art portfolio.

8.10 The student will apply ethical procedures in the execution of works of art.

Cultural Context and Art History

8.11 The student will identify and analyze art and architecture from various world cultures, periods, or civilizations by styles, symbolism, and technological impact.

8.12 The student will describe and place a variety of works in historical and cultural contexts.

8.13 The student will identify the role of artists in mass media (e.g., graphic artist, animator, videographer, photographer, advertising artist).

8.14 The student will identify ~~major art movements and influential artists according to geography, culture, and historical period~~ and categorize works of art according to medium, period, style, and artist.

Judgment and Criticism

8.15 The student will analyze the effect the elements of art and the principles of design have on the communication of ideas.

8.16 The student will investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art.

8.17 The student will communicate how personal experiences influence critical judgments about works of art.

8.18 The student will critique personal work and the work of others in oral and written form using appropriate art vocabulary.

8.19 The student will provide evidence of the critical and artistic processes used to achieve final art solutions in personal works of art by documenting preparation, rough drafts, and final solutions.

Aesthetics

8.20 The student will discuss and analyze the purposes, values, and meanings of works of art.

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

8.22 The student will describe personal sensory responses to the visual qualities of a work of art using appropriate art vocabulary.

Art I: Art Foundations

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

Visual Communication and Production

AI.1 The student will maintain a sketchbook/journal of ideas and writings to use as a resource and planning tool.

AI.2 The student will select representative works of art for a portfolio.

AI.3 The student will produce works of art that demonstrate the experimental application of the elements of art and the principles of design.

AI.4 The student will recognize and identify technological developments in the visual arts.

AI.5 The student will demonstrate the use of technology and electronic media as artistic tools.

AI.6 The student will produce works of art that demonstrate an understanding of two-dimensional and three-dimensional art media with emphases on drawing, painting, and sculpture.

AI.7 The student will use a variety of subject matter and symbols to express ideas in works of art.

AI.8 The student will create crafted works of art that are original and represent personal expression.

AI.9 The student will define and practice ethical procedures when producing works of art.

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

~~AI.11 The student will investigate a wide range of careers in the visual arts.~~

Cultural Context and Art History

AI.11 The student will describe and discuss various art-related careers (e.g., art historian, art critic, museum educator, curator, art educators).

AI.12 The student will describe connections between media, elements of art, principles of design, themes, and concepts through historical and contemporary art.

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

AI.14 The student will identify ~~and categorize works of art according to medium, period, style, and artist~~ major art movements and influential artists according to geography, culture, and historical period.

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

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

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

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

Judgment and Criticism

AI.19 The student will employ critical evaluation skills and use appropriate art vocabulary when evaluating and interpreting works of art.

AI.20 The student will critique works of art with reference to the elements of art and the principles of design.

AI.21 The student will analyze an original work of art by describing, responding, analyzing, interpreting, and judging or evaluating.

AI.22 The student will differentiate between personal preference and informed judgment when discussing works of art.

AI.23 The student will use established criteria to participate in critiques.

AI.24 The student will describe criteria affecting quality in a work of art, including concept, composition, technical skills, realization of perceived intentions, and the work of art as a whole.

AI.25 The student will classify works of art as representational, abstract, nonobjective, and conceptual.

Aesthetics

AI.26 The student will discuss how aesthetics are reflected in everyday life.

AI.27 The student will discuss ways that aesthetic responses to works of art differ from judgments.

AI.28 The student will demonstrate in writing the ability to support personal criteria for making visual aesthetic judgments.

AI.29 The student will discuss current problems and issues of the art world.

AI.30 The student will study and describe the aesthetic properties found in works of art.

AI.31 The student will speculate on the intentions and choices of those who created a work of art.

AI.32 The student will discuss art from a variety of aesthetic stances, including formalism, expressionism, contextualism, and imitationalism.

Art II: Intermediate

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

Visual Communication and Production

AII.1 The student will expand the use of a sketchbook/journal by adding preliminary sketches, finished drawings, critical writings, and class notes.

AII.2 The student will demonstrate the ability to evaluate and select works of art for an expanded portfolio.

AII.3 The student will demonstrate effective use of the elements of art and the principles of design in a variety of art media.

AII.4 The student will use technology to create and manipulate images.

AII.5 The student will demonstrate proficiency and craftsmanship in the use of an expanded range of art media.

AII.6 The student will use historical subject matter and symbols as inspiration to produce works of art.

AII.7 The student will employ the visual problem-solving process in the production of original works of art.

AII.8 The student will adhere to ethical procedures when producing works of art.

AII.9 The student will select and prepare both two-dimensional and three-dimensional works of art for display.

AII.10 The student will identify characteristics of works of art that are presented as a series or sequence.

~~AII.11 The student will identify artists and visual arts resources within the community.~~

~~AII.12 The student will demonstrate an understanding of an art career through oral or written communication.~~

Cultural Context and Art History

AII.11 The student will identify artists and visual arts resources within the community.

AII.12 The student will demonstrate an understanding of an art career through oral or written communication.

AII.13 The student will identify works of art and artistic developments that relate to historical time periods and locations.

AII.14 The student will discuss or write about art history using an expanded art vocabulary.

AII.15 The student will identify and examine works of art in their historical context and relate them to historical events.

AII.16 The student will describe distinguishing features in works of art ~~which~~ that may be used to differentiate among a variety of historical periods and cultural contexts.

AII.17 The student will examine and discuss societal conditions that influence works of art.

AII.18 The student will identify ~~and analyze~~ the function and interpret the meaning of a work of art or an artifact in its original context.

AII.19 The student will describe symbols present in works of art in relation to historical meaning.

Judgment and Criticism

AII.20 The student will describe, analyze, interpret, and judge works of art using an expanded art vocabulary.

AII.21 The student will use an expanded art vocabulary to assess personal works of art in terms of effectiveness in the communication of ideas.

AII.22 The student will demonstrate orally and in writing, the ability to interpret and compare historical references found in original works of art.

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

AII.24 The student will participate in class critiques and criticisms based on one or more established models (e.g., Feldman, Broudy, Barrett).

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

Aesthetics

AII.26 The student will examine, compare, and contrast aesthetic ideals throughout history.

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

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

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

AII.30 The student will describe, refine, and organize personal ideas about the aesthetic qualities of a work of art.

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

AII.32 The student will investigate and demonstrate that art can be viewed from a variety of aesthetic stances.

Art III: Advanced Intermediate

The standards for Art III: Advanced Intermediate continue the emphasis on development of abilities to organize and analyze visual arts content, concepts, and skills in creating works of art. The focus on art history, critical evaluation, and aesthetics is increased, and includes cultural and stylistic issues and creative problem solving. Study at this level affords students the opportunity to develop a personal direction in the production of their works of art or to further academic study in the visual arts. Selected works of art and other products will be added to the portfolio and carried forward to the next level of study.

Visual Communication and Production

AIII.1 The student will maintain a sketchbook/journal that demonstrates research, fluency of ideas, concepts, media, and processes.

AIII.2 The student will maintain a portfolio that demonstrates the ability to select work objectively, based on technical skill, personal style, direction, and intended purpose by
1. developing an area of concentration; and
2. editing and updating the portfolio to take to Art IV.

AIII.3 The student will produce works of art that integrate a consistent knowledge of the elements of art and the principles of design.

AIII.4 The student will use technology to create works of art that integrate electronic and traditional media.

AIII.5 The student will develop a series or sequence of related works of art.

AIII.6 The student will develop skill, confidence, and craftsmanship in the use of media, techniques, and processes to achieve desired intentions in works of art.

AIII.7 The student will use knowledge of art styles, movements, and cultures as inspiration to produce works of art.

AIII.8 The student will demonstrate initiative, originality, fluency, commitment to tasks, and openness to new ideas in the creation of works of art.

AIII.9 The student will maintain a high-level of integrity in ethical procedures when producing works of art.

AIII.10 The student will present and display works of art as part of the artistic process by
1. selecting;
2. preparing for display;
3. presenting the exhibition; and
4. participating in a group assessment of the exhibition.

~~AIII.11 The student will analyze a selected career opportunity in art, identifying the training, skills, and plan of action necessary for realizing such a professional art goal.~~

Cultural Context and Art History

AIII.11 The student will analyze a selected career opportunity in art, identifying the training, skills, and plan of action necessary for realizing such a professional art goal.

AIII.12 The student will research and analyze personally influential artists, art styles, and cultures ~~related~~ that contribute to the student's developing portfolio ~~development~~.

AIII.13 The student will compare and analyze relationships between styles or cultures using an expanded art vocabulary.

AIII.14 The student will identify the distinguishing features that place a work of art within a particular style, region, or period.

AIII.15 The student will analyze and discuss the influences of one culture upon another.

AIII.16 The student will describe the relationship between form and function as it relates to culture and style.

AIII.17 The student will categorize works of art by styles and cultures.

Judgment and Criticism

AIII.18 The student will use an expanded art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art.

AIII.19 The student will write a critique of a work of art assuming the point of view of one of the following aesthetic stances: formalist, imitationalist, expressionist, or contextualist.

AIII.20 The student will compare and defend two or more points of view regarding a work of art.

AIII.21 The student will participate in developing criteria for a class critique.

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

Aesthetics

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

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

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

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

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

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

AIII.29 The student will describe the effects that works of art have on groups, individuals, and cultures.

Art IV: Advanced

The standards for Art IV: Advanced Art reinforce competence and confidence in skills of analysis, evaluation, and creation of works of art. Content and concepts associated with art criticism and aesthetics are central to the refinement of art production skills, and the student-directed approach at this level richly enhances personal expressive abilities. Visual communication and production, cultural context and art history, judgment and criticism, and aesthetics remain the foundation areas of the standards, and an advanced level of performance in each is necessary. The students will continue to maintain a portfolio, and the culminating portfolio must give evidence of quality, concentration, and breadth of work produced throughout the high school art program.

Visual Communication and Production

AIV.1 The student will maintain a self-directed sketchbook/journal demonstrating independent research directly related to studio work.

AIV.2 The student will demonstrate mastery through a culminating portfolio that exhibits quality, concentration, breadth of experience, technical skill, and development over time in the following areas:

1. works of art that exhibit an understanding of human ~~anatomy~~ proportion, composition, and spatial relationships;
2. a comprehensive concentration that exhibits in-depth grasp of composition, technical skill, and personal style; and
3. examples of two-dimensional and three-dimensional works extensive enough to show a knowledge of space, form, and function throughout the portfolio.

AIV.3 The student will ~~consistently~~ demonstrate an advanced level of knowledge of the elements of art and the principles of design in works of art.

AIV.4 The student will select and use appropriate technology and electronic media for personal expressive works of art.

AIV.5 The student will demonstrate confidence, sensitivity, and advanced skill in applying media, techniques, processes, and craftsmanship to achieve desired intentions in works of art.

AIV.6 The student will select among a range of subject matter, symbols, meaningful images, and media to ~~consistently~~ communicate personal expression.

AIV.7 The student will use experimental techniques to reflect a personal, creative, and original problem-solving approach.

AIV.8 The student will demonstrate personal responsibility and integrity for ethical procedures including copyright laws when producing works of art.

AIV.9 The student will present and display works of art as part of the artistic process by

1. selecting works of art for display;
2. preparing for display;

3. publicizing the exhibition;
4. presenting the exhibition; and
5. completing a self-evaluation of the exhibition.

AIV.10 The student will refine a series or sequence of related works.

~~AIV.11 The student will evaluate careers in the visual arts in relation to personal skills, art aptitudes, and interests.~~

Cultural Context and Art History

AIV.11 The student will evaluate careers in the visual arts in relation to personal skills, art aptitudes, and interests.

AIV.12 The student will select, research, and analyze artists and works of art related to personal areas of concentration in art.

AIV.13 The student will use an extensive, high-level art vocabulary to analyze, evaluate, and interpret work of selected artists.

AIV.14 The student will describe where, when, and by whom specific works of art were created.

AIV.15 The student will compare and analyze perceived relationships between the features in works of selected artists and personal works of art.

AIV.16 The student will identify the influences of selected artists on society and culture.

AIV.17 The student will justify choices and influences from art history reflected in personal works of art.

AIV.18 The student will discuss how the function and intended meaning of personal work is a reflection of contemporary culture.

AIV.19 The student will develop personal symbols and incorporate them in works of art.

Judgment and Criticism

AIV.20 The student will ~~consistently~~ use an extensive, high-level art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art.

AIV.21 The student will write a personal critique of a current art exhibition.

AIV.22 The student will identify, analyze, and apply a variety of criteria for making visual judgments.

AIV.23 The student will demonstrate the ability to conduct an effective critique.

AIV.24 The student will critically view the quality and expressive form of works of art as a source of inspiration and insight and potential contribution to personal works of art.

Aesthetics

AIV.25 The student will explain how experiences and values affect aesthetic responses to works of art.

AIV.26 The student will discuss in writing the application of criteria for making visual aesthetic judgments to personal works of art.

AIV.27 The student will analyze and discuss relationships between works of art in terms of opposing aesthetic views.

AIV.28 The student will study, analyze, interpret, and relate the aesthetic qualities of other works of art to personal work.

AIV.29 The student will justify personal perceptions of an artist's intent through visual clues and research.

AIV.30 The student will discuss in writing the impact of contemporary art on the development of a personal style.

VISUAL ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Kindergarten

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
K.1	✔										
K.2	✔										
K.3	✔										
K.4	✔										
K.5	✔										
K.6	✔										
K.7	✔										
K.8	✔										
K.9	✔										
K.10		✔							✔		
K.11		✔							✔		
K.12	✔										
K.13	✔										
K.14	✔										
K.15	✔										

Kindergarten
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
K.16		✔							✔		
K.17	✔										
K.18	✔										
K.19	✔										

VISUAL ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Grade One

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
1.1	✔										
1.2	✔										
1.3	✔										
1.4	✔										
1.5	✔										
1.6	✔										
1.7	✔										
1.8	✔										
1.9	✔										
1.10	✔										
1.11	✔										
1.12	✔										
1.13	✔										
1.14	✔										
1.15	✔										

Grade One
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
1.16		✔		✔							
1.17		✔	1.16				✔	✔	✔		
1.18	✔		1.17								
1.19		✔	1.18				✔	✔	✔		
1.20	✔		1.19								

VISUAL ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Grade Two

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
2.1	✔										
2.2	✔										
2.3		✔					✔	✔	✔		
2.4	✔										
2.5	✔										
2.6	✔										
2.7	✔										
2.8	✔										
2.9	✔										
2.10	✔										
2.11	✔										
2.12	✔										
2.13		✔				✔					
2.14	✔										
2.15	✔										

Grade Two
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
2.16	✔										
2.17	✔										
2.18	✔										
2.19	✔										

VISUAL ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Grade Three

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
3.1	✔										
3.2	✔										
3.3	✔										
3.4		✔					✔	✔	✔		
3.5	✔										
3.6	✔										
3.7		✔				✔					
3.8	✔										
3.9	✔										
3.10	✔										
3.11	✔										
3.12	✔										
3.13	✔										
3.14	✔										
3.15	✔										

Grade Three
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
					3.16	✔	✔	✔	✔		
3.16	✔		3.17								
3.17	✔		3.18								
3.18	✔		3.19								
3.19	✔		3.20								
3.20		✔	3.21			✔					
3.21	✔		3.22								
3.22	✔		3.23								
3.23	✔		3.24								
3.24	✔		3.25								
3.25	✔		3.26								
3.26	✔		3.27								

VISUAL ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Grade Four

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
4.1	✔										
4.2	✔										
4.4	✔										
4.4	✔										
4.5	✔										
4.6	✔										
4.7	✔										
4.8	✔										
4.9	✔										
4.10	✔										
4.11	✔										
4.12		✔					✔	✔	✔		
4.13	✔										
4.14	✔										
4.15	✔										

Grade Four
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
4.16	✔										
4.17	✔										
4.18	✔										
4.19	✔										
4.20	✔										
4.21	✔										
4.22	✔										
4.23	✔										

VISUAL ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Grade Five

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
5.1	✔										
5.2	✔										
5.3	✔										
					5.4		✔	✔			
					5.5		✔	✔			
5.4	✔		5.6								
5.5	✔		5.7								
5.6	✔		5.8								
5.7	✔		5.9								
5.8	✔		5.10								
5.9	✔		5.11								
5.10	✔		5.12								
5.11	✔		5.13								
5.12	✔		5.14								
5.13	✔		5.15								

Grade Five
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
5.14	✔		5.16								
5.15	✔		5.17								
5.16	✔		5.18								
5.17	✔		5.19								
5.18	✔		5.20								
5.19	✔		5.21								
5.20	✔		5.22								
5.21	✔		5.23								
5.22	✔		5.24								
5.23		✔	5.25							✔	
5.24	✔		5.26								
5.25	✔		5.27								

VISUAL ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Grade Six

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
6.1	✔										
6.2	✔										
6.3	✔										
					6.4		✔	✔			
6.4	✔		6.5								
6.5	✔		6.6								
6.6	✔		6.7								
6.7	✔		6.8								
6.8	✔		6.9								
6.9	✔		6.10								
6.10	✔		6.11								
6.11	✔		6.12								
6.12	✔		6.13								
6.13	✔		6.14								
6.14	✔		6.15								

Grade Six
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
6.15	✔		6.16								
6.16	✔		6.17								
6.17	✔		6.18								
6.18	✔		6.19								
6.19	✔		6.20								
6.20	✔		6.21								
6.21	✔		6.22								
6.22	✔		6.23								

VISUAL ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Grade Seven

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
7.1	✔										
7.2	✔										
7.3	✔										
7.4	✔										
7.5	✔										
7.6	✔										
7.7	✔										
7.8	✔										
7.9	✔										
7.10	✔										
7.11	✔										
7.12	✔										
7.13	✔										
7.14	✔										
7.15	✔										

Grade Seven
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
7.16	✔										
7.17	✔										
7.18	✔										
7.19	✔										
7.20	✔										
7.21	✔										
7.22	✔										
7.23	✔										
7.24	✔										
7.25	✔										
7.26	✔										
7.27	✔										
7.28	✔										

VISUAL ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Grade Eight

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
8.1	✔										
8.2	✔										
8.3	✔										
8.4	✔										
8.5	✔										
8.6	✔										
8.7	✔										
8.8	✔										
8.9	✔										
8.10	✔										
8.11	✔										
8.12	✔										
8.13		✔						✔	✔		
8.14		✔					✔	✔	✔		
8.15	✔										

Grade Eight
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
8.16	✔										
8.17	✔										
8.18	✔										
8.19	✔										
8.20	✔										
8.21	✔										
8.22	✔										

VISUAL ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Art I: Art Foundations

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
AI.1	✔										
AI.2	✔										
AI.3	✔										
AI.4	✔										
AI.5	✔										
AI.6	✔										
AI.7	✔										
AI.8		✔						✔	✔		
AI.9	✔										
AI.10	✔										
AI.11		✔		✔							
					AI.11		✔	✔			
AI.12	✔										
AI.13	✔										
AI.14		✔							✔		

Art I: Art Foundations
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
AI.15	✔										
AI.16	✔										
AI.17		✔					✔	✔			
AI.18	✔										
AI.19	✔										
AI.20	✔										
AI.21	✔										
AI.22	✔										
AI.23	✔										
AI.24	✔										
AI.25	✔										
AI.26	✔										
AI.27	✔										
AI.28	✔										
AI.29	✔										
AI.30	✔										

Art I: Art Foundations
Page 3

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
AI.31	✔										
AI.32	✔										

VISUAL ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Art II: Intermediate

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
AII.1	✔										
AII.2	✔										
AII.3	✔										
AII.4	✔										
AII.5		✔				✔	✔	✔			
AII.6	✔										
AII.7	✔										
AII.8	✔										
AII.9	✔										
AII.10	✔										
AII.11		✔		✔							
					AII.11		✔	✔			
AII.12		✔		✔							
					AII.12		✔	✔			
AII.13	✔										

Art II: Immediate
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
AII.14	✔										
AII.15	✔										
AII.16		✔								✔	
AII.17	✔										
AII.18		✔					✔	✔	✔		
AII.19	✔										
AII.20	✔										
AII.21	✔										
AII.22	✔										
AII.23	✔										
AII.24	✔										
AII.25	✔										
AII.26	✔										
AII.27	✔										
AII.28	✔										
AII.29	✔										

Art II: Immediate
Page 3

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
AII.30	✔										
AII.31	✔										
AII.32	✔										

VISUAL ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Art III: Advanced Intermediate

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
AIII.1	✔										
AIII.2	✔										
AIII.3	✔										
AIII.4	✔										
AIII.5	✔										
AIII.6	✔										
AIII.7	✔										
AIII.8	✔										
AIII.9	✔										
AIII.10	✔										
AIII.11		✔		✔							
					AIII.11		✔	✔			
AIII.12		✔					✔	✔			
AIII.13	✔										
AIII.14	✔										

Art III: Advanced Immediate
Page 2

5/2000 STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
AIII.15	✔										
AIII.16	✔										
AIII.17	✔										
AIII.18	✔										
AIII.19	✔										
AIII.20	✔										
AIII.21	✔										
AIII.22	✔										
AIII.23	✔										
AIII.24	✔										
AIII.25	✔										
AIII.26	✔										
AIII.27	✔										
AIII.28	✔										
AIII.29	✔										

VISUAL ARTS STANDARDS OF LEARNING
REVISION JUSTIFICATION

Art IV: Advanced

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
AIV.1	✔										
AIV.2		✔				✔					
AIV.3		✔							✔		
AIV.4	✔										
AIV.5	✔										
AIV.6		✔							✔		
AIV.7	✔										
AIV.8	✔										
AIV.9	✔										
AIV.10	✔										
AIV.11		✔		✔							
					AIV.11		✔	✔			
AIV.12	✔										
AIV.13	✔										
AIV.14	✔										

Art IV: Advanced
Page 2

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	*YES*	MOVED	DELETED	NEW	ACCURATE INFORMATION	ALIGNMENT	ARTICULATE	CLARIFICATION	GRAMMAR	TYPOGRAPHICAL
AIV.15	✔										
AIV.16	✔										
AIV.17	✔										
AIV.18	✔										
AIV.19	✔										
AIV.20		✔							✔		
AIV.21	✔										
AIV.22	✔										
AIV.23	✔										
AIV.24	✔										
AIV.25	✔										
AIV.26	✔										
AIV.27	✔										
AIV.28	✔										
AIV.29	✔										
AIV.30	✔										