
Fine Arts Standards of Learning

for
Virginia
Public Schools



Board of Education
Commonwealth of Virginia

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Fine Arts Standards of Learning

for Virginia Public Schools

**Adopted in April 2006 by the
Board of Education**

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Foreword

The Fine Arts Standards of Learning in this publication represent a major development in public education in Virginia. Adopted in April 2006 by the Virginia Board of Education, these standards emphasize the importance of instruction in the fine arts—dance arts, music, theatre arts, and visual arts—and, therefore, are an important part of Virginia’s efforts to provide challenging educational programs in the public schools. Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems creatively, make informed judgments, work cooperatively within groups, appreciate different cultures, imagine, and create.

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

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

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

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Dance Arts Standards of Learning

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Dance Arts Standards of Learning

Introduction

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

Throughout dance arts education, course content is organized into four specific content strands or topics: Performance and Production, Cultural Context and Dance History, Judgment and Criticism, and Aesthetics. It is through the acquisition of the concepts, content, and skills that the goals for dance arts education 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 the middle and high school levels and suggest the minimum criteria for a comprehensive dance education program. The standards are readily applicable to a variety of dance techniques and styles, including ballet, modern, jazz, and the dance of world cultures. Teachers are encouraged to go beyond the standards and develop instructional processes that exceed these minimum criteria. Teachers will consistently model appropriate use of copyrighted and royalty-protected materials.

Goals

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

- Develop the technical and artistic skills necessary for expressive dance performance and for the safe training and care of the body as an instrument.
- Solve choreographic problems creatively through use of the principles, processes, and structures of dance composition.
- Demonstrate knowledge of the elements of dance production and the safe use of materials, methods, and technologies.
- Demonstrate understanding of dance within the contexts of history, culture, and other art forms, and 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.
- Demonstrate understanding of the variables of culture and experience that shape the aesthetics of individuals and societies.
- Articulate personal aesthetic preferences and apply aesthetic criteria to the creation and evaluation of dance works.
- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.

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 interrelationships among 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, and/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.

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 designated 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 students' 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 an accessible 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 career and technical education classrooms, including use of appropriate personal safety equipment, such as gloves, goggles, hearing protectors, and dust masks.
 - Stage floor surfaces should be 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 from 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

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

Middle School Exploratory Dance Arts

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

Performance 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 will recognize incorrect performance of physical skills, which 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 various 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 roles 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, using 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 Dance I standards are 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 will expand the students' understanding of dance as a vital contribution to society while helping them develop cognitive foundations from which to evaluate dance. Students will be encouraged to identify areas of personal interest within the various fields embraced by the dance arts.

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 will identify the relationship between incorrect execution of physical skills and dance injuries.
- DI.5 The student will develop personal movement invention skills and improvisation skills.
- DI.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 that
 1. manipulate the elements of space, shape, time, rhythm, energy, and effort to communicate choreographic intent;
 2. demonstrate the elements of composition, including unity, variety, intent, development, climax, and resolution; and
 3. use a variety of compositional forms, including unison, theme and variation, canon, ABA, and rondo.
- DI.8 The student will demonstrate in performance a range of performance skills, including rhythmic and movement accuracy.
- DI.9 The student will
 1. identify and use safety procedures in all dance settings; and
 2. use proper care with theatre facilities, equipment, and costumes.
- DI.10 The student will participate in various production support roles (e.g., publicity, fund-raising, house management, costume crew, lighting crew, running crew, strike and clean-up) for dance performance.

Cultural Context and Dance History

- DI.11 The student will identify periods and styles of dance and artists who contributed to the development of dance as a concert art form prior to 1900.
- DI.12 The student will identify distinguishing features of various dance forms belonging to past and present world cultures, styles, periods, and artists.
- DI.13 The student will identify, research, and discuss how dance reflects and records history and culture.
- DI.14 The student will identify various dance-related professions, including those of studio personnel, production personnel, and collaborating artists.
- DI.15 The student will 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 and compare dance performance to other art forms (e.g., visual arts, music, film, theatre, literature) and analyze similarities, differences, and the expression of common themes, using oral and written responses.
- DI.18 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 Dance II standards are designed to help students integrate and build upon concepts and skills acquired in Dance I. Students will increase their range of physical skills through disciplined study of dance technique. Dance improvisation and composition studies will expand students' creativity and choreographic craftsmanship. They will also develop additional performance and production skills. Students will refine communicative, interpretive, and evaluative skills by responding to and analyzing a variety of dance experiences. Through historical and cultural studies, students will expand their appreciation of the dance arts as a richly expressive, vital contribution to society. While developing awareness of the diversity that exists within the art form, students will identify a personal aesthetic and criteria for evaluating the dance arts.

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.
- 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 small-group dances 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 (e.g., those of choreographer, costume designer, stage manager, house manager, public relations) that involve leadership or design responsibilities for dance performance.

Cultural Context and Dance History

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

- 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 the dance profession, including those of 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 his/her personal aesthetic and the criteria upon which that aesthetic is based, using appropriate dance arts vocabulary and terminology.

Music Standards of Learning

for
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Public Schools

Music Standards of Learning

Introduction

The Music Standards of Learning identify the essential content and skills required in the music curriculum for each grade level or course in Virginia’s public schools. Standards are identified by each grade level for kindergarten through grade five and by grade clusters (6–8 and 9–12) at the middle and high school levels.

The standards 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—Performance and Production, Cultural Context and Music Theory, Judgment and Criticism, and Aesthetics—provide the basis for all instructional strategies that are appropriate to each category. The standards provide the framework for students to learn ways in which the content of disciplines within and outside the arts are interrelated with the content of music. 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 are encouraged to go beyond these standards and select instructional strategies and assessment methods appropriate for their students. Teachers will consistently model appropriate use of copyrighted and royalty-protected materials.

Goals

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

- Develop 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 awareness of and responsibility for the safe and ethical use of materials, equipment, methods, and technologies.
- Demonstrate understanding of the relationship of music to history and culture.
- Make connections between music and other fields of knowledge.
- Demonstrate the ability to apply aesthetic criteria for making artistic choices.
- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.

Strands

The scope and sequence of the Music Standards of Learning reflect the gradual progression in musical development that culminates in a high level of artistic attainment. The standards are organized by grade levels and areas of instruction—Music K–12 (K, 1, 2, 3, 4, 5, 6–8, and 9–12), Instrumental Music (Beginning, Intermediate, Advanced, and Artist), and Vocal/Choral Music (Beginning, Intermediate, Advanced, and Artist). Within each level or area, the standards are organized into four related strands—

Performance and Production, Cultural Context and Music Theory, Judgment and Criticism, and Aesthetics. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout all music instruction, regardless of the particular classroom or ensemble experience. They shape the music experience and guide the instructional process at all grade levels.

Performance and Production

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

Cultural Context and Music Theory

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

Judgment and Criticism

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

Aesthetics

Students will reflect on and respond to the sensory, emotional, and intellectual qualities of music. They will examine various cultural perspectives and the factors that shape aesthetics responses. By viewing and evaluating the works of musical artists, students will become aware of the contribution of music to the quality of the human experience.

Kindergarten–Grade Five

Introduction

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

Kindergarten

Performance and Production

- 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 rhythmic 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 rhythmic patterns.
 2. Employ large body movement.
 3. Employ locomotor and non-locomotor movements.
 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.
- K.7 The student will create music through a variety of experiences.
1. Use classroom instruments, body percussion, or movement.
 2. Use the voice in speech and song.
 3. Dramatize songs, stories, and poems.

Cultural Context and Music Theory

- K.8 The student will recognize and demonstrate expressive qualities of music: fast/slow and loud/soft.
- K.9 The student will identify classroom instruments by sight and sound.
- K.10 The student will distinguish between tone colors.
1. Identify voices and instruments.
 2. Identify men's, women's, and children's voices.

Judgment and Criticism

- 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.

Aesthetics

- K.12 The student will recognize the relationships between music and other disciplines.

Grade One

Performance and Production

- 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. Play pitched and non-pitched instruments.
- 1.2 The student will perform rhythmic patterns.
 - 1. Perform and notate rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests.
 - 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.
- 1.4 The student will create music through a variety of experiences.
 - 1. Improvise, using classroom instruments, body percussion, and movement.
 - 2. Use the voice in speech and song.
 - 3. Create music to enhance songs, stories, and poems.
 - 4. Create melodies to familiar nursery rhymes or chants.

Cultural Context and Music Theory

- 1.5 The student will distinguish between melodic rhythm and steady beat, using 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 vocally, instrumentally, 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, using sight and sound.
- 1.10 The student will distinguish between accompanied and unaccompanied vocal music.

Judgment and Criticism

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

Aesthetics

- 1.12 The student will identify the relationships between music and other disciplines.

Grade Two

Performance and Production

- 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. Play ostinato and single-chord accompaniments on classroom instruments.
- 2.2 The student will perform and notate rhythmic patterns, using traditional notation and including paired eighth notes, quarter notes, quarter rests, half notes, and whole notes.
- 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 choreographed and non-choreographed movements.
- 2.4 The student will read lyrics containing more than one verse and including words divided into syllables.
- 2.5 The student will create music through a variety of experiences.
 - 1. Create lyrics to familiar melodies.
 - 2. Create new verses to songs.
 - 3. Create accompaniments and ostinatos.
 - 4. Create music to enhance songs, stories, and poems.
 - 5. Create movement to illustrate meter and form.

Cultural Context and Music Theory

- 2.6 The student will recognize form in music.
 - 1. Identify like and unlike melodic phrases.
 - 2. Identify and perform music in AB and ABA forms.
 - 3. Identify the beginning and end of phrases.
- 2.7 The student will recognize sudden and gradual changes in expressive qualities of music.
 - 1. Demonstrate changes in dynamics and tempo vocally, instrumentally, and with movement.
 - 2. Use music terminology to describe changes.
- 2.8 The student will identify selected orchestral and folk instruments, using sight and sound.
- 2.9 The student will identify melodic patterns that move upward, downward, and remain the same.
 - 1. Use the voice, instruments, and movement.
 - 2. Use music terminology.
 - 3. Use the seven letters of the music alphabet.

Judgment and Criticism

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

Aesthetics

- 2.11 The student will identify and discuss the relationships between music and other disciplines.

Grade Three

Performance and Production

- 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. Perform in a two-part music ensemble.
 - 3. Accompany singing with rhythm and/or melody instruments.
 - 4. Use music terminology to interpret a music selection.

- 3.2 The student will notate and perform rhythmic patterns that include sixteenth notes, single eighth notes, paired eighth notes, quarter notes, quarter rests, half notes, dotted half notes, and whole notes, using body percussion, melodic percussion instruments, or non-pitched percussion instruments.

- 3.3 The student will notate and perform melodies from the treble staff, using traditional notation.
 - 1. Use voice or melodic instruments.
 - 2. Use a wide range of tempos and dynamics.
 - 3. Recognize that music is divided into measures.

- 3.4 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 choreographed and non-choreographed movements.

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

- 3.6 The student will perform I and V (V^7) chords to accompany a two-chord melody, using classroom instruments.

- 3.7 The student will create music through a variety of experiences.
 - 1. Create accompaniments and ostinatos for songs and chants.
 - 2. Create movement to illustrate meter and form.
 - 3. Create lyrics to familiar melodies.
 - 4. Create new verses to songs.

Cultural Context and Music Theory

- 3.8 The student will identify and perform sets of beats that are grouped in twos and threes, using descriptive terminology to identify which beats are strong and which beats are weak.

- 3.9 The student will identify ABC form.

- 3.10 The student will recognize music symbols within a musical score and use music terminology to explain their functions.

- 3.11 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.
- 3.12 The student will identify the four orchestral families (woodwind, string, brass, percussion), using sight and sound.
- 3.13 The student will demonstrate the melodic shape (contour) of a musical phrase, using music terminology to describe how pitches may move upward, downward, or stay the same.

Judgment and Criticism

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

Aesthetics

- 3.15 The student will describe the relationships between music and other disciplines.

Grade Four

Performance and Production

- 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.
- 4.2 The student will notate and perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes, and whole rests, using body percussion, voice, pitched instruments, or non-pitched instruments.
- 4.3 The student will notate and perform melodies from the treble staff, using traditional notation.
 - 1. Identify melodic movement as step, leap, or repeat.
 - 2. Use voice or instruments.
- 4.4 The student will respond to music with movement.
 - 1. Perform choreographed and non-choreographed movements.
 - 2. Perform traditional folk dances.
 - 3. Use body percussion.
- 4.5 The student will perform in a two-part musical ensemble, using pitched and non-pitched instruments.
- 4.6 The student will play I, IV, and V (or V⁷) chords to accompany a three-chord melody.
- 4.7 The student will create music through a variety of 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. Create movement to illustrate meter and form.

Cultural Context and Music Theory

- 4.8 The student will identify rondo form.
- 4.9 The student will recognize dynamic markings and interpret them in performance.
- 4.10 The student will identify instruments from various music ensembles, including instruments from other cultures, using sight and sound.
- 4.11 The student will identify the function of the top and bottom numbers of a meter signature involving 2, 3, and 4 beats.
- 4.12 The student will distinguish between major and minor tonality.

- 4.13 The student will use music terminology to describe various styles of music.
1. Place musical examples into broad categories of style.
 2. Recognize a composer and a music composition from each of four different periods of music history.

Judgment and Criticism

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

Aesthetics

- 4.15 The student will compare the relationships between music and other disciplines.

Grade Five

Performance and Production

- 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. Participate in group singing involving two-part or three-part harmony.
 - 3. Develop age-appropriate ability in singing skills.

- 5.2 The student will notate and perform rhythmic patterns that include sixteenth notes, a dotted eighth followed by a sixteenth note, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes, and whole rests, using body percussion, voice, pitched instruments, or non-pitched instruments.

- 5.3 The student will notate and perform melodies from the treble staff, using traditional notation.
 - 1. Use voice or instruments.
 - 2. Use computer technology.

- 5.4 The student will respond to music with movement.
 - 1. Perform choreographed and non-choreographed movements.
 - 2. Perform dances and games from various cultures, including traditional folk dances.
 - 3. Use body percussion.

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

- 5.6 The student will create music through a variety of experiences.
 - 1. Improvise melodies and rhythms of increasing complexity.
 - 2. Create movement to illustrate meter and form.
 - 3. Compose short melodic or rhythmic phrases within specified guidelines.

Cultural Context and Music Theory

- 5.7 The student will identify theme and variations form.

- 5.8 The student will use music terminology to describe music performances and compositions.

- 5.9 The student will identify instruments from various music ensembles, including instruments from other cultures, using sight and sound.

- 5.10 The student will identify the functions of the top and bottom numbers of meter signatures in duple and triple meters.

- 5.11 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 musical composition from each of four different periods of music history.

Judgment and Criticism

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

Aesthetics

- 5.13 The student will compare and contrast the relationships between music and other disciplines.

Grades Six–Eight General Music

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

Performance and Production

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

Cultural Context and Music Theory

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

Judgment and Criticism

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

Aesthetics

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

Grades Nine–Twelve General Music

The high school general music standards extend the study of music 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 high school standards.

Performance and Production

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

Cultural Context and Music Theory

- HS.3 The student will organize and express musical ideas and sounds.
1. Improvise music.
 2. Arrange music, using a choice of notation and form.
 3. Compose music, using a choice of notation and form.
 4. Use music terminology in explaining music, music notation, instruments, voices, and performances.
- 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 nontraditional sound sources.
- HS.5 The student will investigate the role of music in the human experience.
1. Explore the development and function of music in diverse cultures throughout history through oral and written traditions.
 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.

Judgment and Criticism

- HS.6 The student will develop evaluative criteria to make aesthetic judgments.
1. Develop skills in evaluating music individually and in groups.
 2. Defend individual judgments regarding the function of the elements of music.

Aesthetics

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

- HS.8 The student will demonstrate appropriate performance behavior as a participant and/or listener.
1. Exhibit respect for the contributions of self and others within a musical setting.
 2. Demonstrate appropriate audience behavior for the context and style of music performed.
- HS.9 The student will identify and compare relationships between music and other disciplines.

Instrumental Music

Introduction

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

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

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

Instrumental Music: Beginning Level

Students will begin instruction on a band or string instrument of their choice. Instruction begins at any grade level 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, and 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.

Performance and Production

- IB.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
- IB.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- IB.3 The student will adjust intonation while playing an instrument.
- IB.4 The student will maintain a steady tempo while performing materials being studied.
- IB.5 The student will use contrasting articulation.
 - 1. Use tonguing and slurring when performing on wind instruments.
 - 2. Use détaché, pizzicato, and slurring when performing on stringed instruments.
- IB.6 The student will perform one-octave major scales, ascending and descending.
 - 1. Play F, B-flat, E-flat, and A-flat one-octave scales on wind and mallet instruments.
 - 2. Play D, G, C, and F one-octave scales on stringed instruments.
- IB.7 The percussion student will perform multiple bounce roll, five stroke roll, nine stroke roll, flam, single paradiddle, and drag from the Percussive Arts Society (PAS) International Drum Rudiments, open-close-open.
- IB.8 The wind/mallet student will perform a one-octave chromatic scale, ascending and descending.
- IB.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.
- IB.11 The student will demonstrate ensemble skills.
 - 1. Blend instrumental timbres.
 - 2. Match dynamic levels.
 - 3. Respond to basic conducting gestures.
 - 4. Maintain a steady tempo.
- IB.12 The student will sight-read music of varying styles and levels of difficulty, in accordance with 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.
- IB.15 The student will perform simple rhythmic and melodic examples in call-and-response styles.
- IB.16 The student will demonstrate knowledge of the instrument being studied.
1. Identify instrumental parts.
 2. Demonstrate proper care and maintenance.
- IB.17 The student will demonstrate increased learning through a variety of music activities.
1. Maintain attendance with required materials.
 2. Demonstrate completion of assignments and/or practice.
 3. Participate in concerts, performances, cross disciplinary activities, and co-curricular activities.
 4. Demonstrate concert etiquette as a performer and listener.

Cultural Context and Music Theory

- IB.18 The student will compose a two- to four-measure melody, using available technology and teacher-specified rhythms and pitches.
- IB.19 The student will 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 that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter.
 3. Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- IB.20 The student will identify career options in music.
- IB.21 The student will identify and analyze cultures, styles, composers, and historical periods from materials being studied.

Judgment and Criticism

- IB.22 The student will analyze and discuss individual and group performances.

Aesthetics

- IB.23 The student will associate terminology common to music with the other fine arts and other disciplines.
- IB.24 The student will demonstrate concert etiquette as an active listener.
- IB.25 The student will discuss musical performance and its value to the community.

Instrumental Music: 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.

Performance and Production

- II.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
- II.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- II.3 The student will adjust intonation 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 staccato, legato tongue, accent, marcato, and tenuto on wind instruments.
 - 2. Play staccato, brush stroke, hooked bowings, martelé, marcato, tremolo, and multiple-note slurs on stringed instruments.
- II.6 The student will perform major scales, ascending and descending, in eighth notes (M.M. quarter note = 72).
 - 1. Play D, G, C, F, B-flat, E-flat, A-flat, and D-flat one-octave scales on wind and mallet instruments.
 - 2. Play C, G, D, A, B-flat, and A-flat two-octave scales on violin.
 - 3. Play C, G, D, E, F, and E-flat two-octave scales on viola or cello.
 - 4. Play C, G, D, A, E, F, B-flat, and A-flat one-octave scales on string bass.
- II.7 The percussion student will perform multiple bounce roll, five stroke roll, nine stroke roll, flam, single paradiddle, drag, drag paradiddle, flam accent, flam tap, flamacue, single drag tap, double drag tap, and lesson 25 from the Percussive Arts Society (PAS) International Drum Rudiments, open-close-open.
- II.8 The wind/mallet 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 vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments.
 - 2. Use multiple mallets technique on two timpani, and techniques on auxiliary instruments when performing on percussion instruments.
 - 3. Use shifting (violin or viola—up to third position; cello or bass—up to fourth position), alternate fingerings, and vibrato when performing on stringed instruments.

- II.10 The student will demonstrate musical phrasing through the use of dynamics, tempo, and melodic contour.
- II.11 The student will demonstrate ensemble skills.
 - 1. Blend instrumental timbres.
 - 2. Match dynamic levels, style, and intonation.
 - 3. Respond to conducting gestures.
- II.12 The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Level 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.
- II.15 The student will identify and repair minor problems of the instrument being studied.
- II.16 The student will demonstrate increased learning through a variety of music activities.
 - 1. Maintain attendance with required materials.
 - 2. Demonstrate completion of assignments and/or practice.
 - 3. Participate in concerts, performances, cross disciplinary activities, and co-curricular activities.
 - 4. Demonstrate concert etiquette as a performer and listener.

Cultural Context and Music Theory

- II.17 The student will embellish four to eight measures of a folk song by creating rhythmic and melodic variations.
- II.18 The student will compose an eight-measure melody, using available technology, within teacher-specified parameters.
- II.19 The student will read and notate music.
 - 1. Use a syllable, number, or letter system to read and write simple melodies in the appropriate clef, individually and in large ensembles.
 - 2. Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, half, quarter, eighth, and sixteenth notes, rests, and dotted notes, and triplets in simple and compound meters.
 - 3. Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- II.20 The student will identify career and avocational options in music.
- II.21 The student will identify and analyze cultures, styles, composers, and historical periods from materials being studied.

Judgment and Criticism

- II.22 The student will evaluate individual and group performances.

Aesthetics

- II.23 The student will describe concepts common to music, the other fine arts, and other disciplines.
- II.24 The student will demonstrate concert etiquette as an active listener.
- II.25 The student will discuss musical performance and its value to the community.

Instrumental Music: 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 increase 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 rhythmic patterns. Percussion students will become more proficient in the use of mallet instruments, timpani, and auxiliary instruments. 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.

Performance and Production

- IAD.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
- IAD.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- IAD.3 The student will adjust intonation and match pitches.
- IAD.4 The student will incorporate tempo changes and a variety of rhythms and meters in materials being studied.
- IAD.5 The student will demonstrate a variety of articulations or bowings.
 - 1. Use double-tongue, triple-tongue, and breath attacks on wind instruments.
 - 2. Use spiccato, sforzando, louré, and flautando on stringed instruments.
- IAD.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 e, a, d, g, c, f, b-flat, and e-flat melodic minor scales and one-octave tonic arpeggios on wind and mallet instruments.
 - 2. Play g, a, b-flat, and c three-octave melodic minor scales and one-octave tonic arpeggios on violin.
 - 3. Play c and d three-octave melodic minor scales and one-octave tonic arpeggios on viola or cello.
 - 4. Play e, f, and g two-octave melodic minor scales and one-octave tonic arpeggios on string bass.
- IAD.7 The percussion student will perform the 40 Percussive Arts Society (PAS) International Drum Rudiments, open-close-open.
- IAD.8 The wind/mallet student will perform a chromatic scale, ascending and descending, in sixteenth notes (M.M. quarter note = 72) throughout the practical range of the instrument.

- IAD.9 The student will use dynamic contrast and technical skills as a means of expression.
1. Use vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments.
 2. Use three-mallet technique when performing on mallet percussion.
 3. Use multiple percussion techniques when performing on auxiliary percussion instruments.
 4. Use timpani technique on three or four drums, tuning drums to reference pitches and making changes during performance of an instrumental work.
 5. Use shifting (violin or viola—up to fifth position; cello or bass—up to thumb position), alternate fingerings, and vibrato when performing on stringed instruments.
- IAD.10 The student will demonstrate musical phrasing through the use of dynamic emphasis and tempo modification.
- IAD.11 The student will demonstrate ensemble skills.
1. Blend instrumental timbres.
 2. Match dynamic levels, style, and intonation.
 3. Respond to conducting gestures.
 4. Use 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.
- IAD.15 The student will identify and repair minor problems of the instrument being studied.
- IAD.16 The student will demonstrate increased learning through a variety of music activities.
1. Maintain attendance with required materials.
 2. Demonstrate completion of assignments and/or practice.
 3. Participate in activities such as concerts, performances, marching band, jazz ensemble, chamber ensembles, and All-District, All-Region, and All-Virginia events.
 4. Demonstrate concert etiquette as a performer and listener.

Cultural Context and Music Theory

- IAD.17 The student will improvise a melody to a I-IV-V-I chord progression.
- IAD.18 The student will arrange accompanying harmonies or counter melodies to a given melody.
- IAD.19 The student will read and write rhythmic patterns in complex meters, demonstrating technical facility and precision commensurate with VBODA Level 4-5.
- 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.
- IAD.22 The student will compare and contrast materials being studied in its historical and cultural context.

Judgment and Criticism

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

Aesthetics

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

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

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

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

Instrumental Music: Artist Level

Students who perform at the Artist Level (VBODA Solo Repertoire, Level 5-6) have built upon the previous skill levels of Beginning, Intermediate, and Advanced. The Artist Level instrumental student will perform, 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.

Performance and Production

- IAR.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
- IAR.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- IAR.3 The student will adjust intonation and match pitches.
- IAR.4 The student will incorporate tempo changes and a variety of rhythms and meters while performing materials being studied.
- IAR.5 The student will perform all articulations or bowings indicated in materials being studied.
- IAR.6 The student will perform all major and melodic minor scales, ascending and descending, in a variety of rhythmic patterns and articulations.
- IAR.7 The percussion student will perform the 40 Percussive Arts Society (PAS) International Drum Rudiments, open-close-open.
- IAR.8 The wind/mallet student will perform a chromatic scale, ascending and descending, in sixteenth notes (M.M. quarter note = 96) throughout the practical range of the instrument.
- IAR.9 The student will use dynamic contrast and technical skills as means of expression.
 - 1. Use embellishments, extreme tessitura, and a variety of timbre effects when performing on wind instruments.
 - 2. Use four-mallet technique when performing on mallet percussion.
 - 3. Use multiple percussion techniques when performing on auxiliary percussion instruments.
 - 4. Use timpani technique on four or more drums, tuning all drums in reference to a single pitch and making changes during performance of a piece, using intervallic pitches.
 - 5. Use shifting (violin or viola—5th position and higher; cello or bass—thumb position and higher), varying speeds of vibrato, harmonics, and a variety of timbre effects when performing on stringed instruments.
- IAR.10 The student will demonstrate musical phrasing through the use of dynamic emphasis and tempo modification.
- IAR.11 The student will demonstrate ensemble skills.
 - 1. Blend instrumental timbres.
 - 2. Match dynamic levels, style, and intonation.
 - 3. Respond to conducting gestures.
 - 4. Use 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.
- IAR.15 The student will improvise a melody to a 12-bar blues progression.
- IAR.16 The student will arrange a selection for two or more instruments, using available technology.
- IAR.17 The student will identify and repair minor problems of the instrument being studied.
- IAR.18 The student will read and write rhythmic patterns in complex meters, demonstrating technical facility and precision commensurate with VBODA Level 6.
- IAR.19 The student will demonstrate increased learning through a variety of music activities.
 - 1. Maintain attendance with required materials.
 - 2. Demonstrate completion of assignments and/or practice.
 - 3. Participate in activities such as concerts, performances, marching band, jazz ensemble, chamber ensembles, and All-District, All-Region, and All-Virginia events.
 - 4. Demonstrate concert etiquette as a performer and listener.
 - 5. Serve as a peer mentor.

Cultural Context and Music Theory

- IAR.20 The student will research career and avocational options in music, using available technology.
- IAR.21 The student will associate aural examples of music with a variety of cultures, styles, and historical periods.
- IAR.22 The student will analyze a specific work and discuss how the music elements are used to create expression.
- IAR.23 The student will identify, define, and apply music terms and symbols from materials being studied.

Judgment and Criticism

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

Aesthetics

- IAR.25 The student will evaluate and improve personal performance as compared to an exemplary model.
- IAR.26 The student will demonstrate concert etiquette as an active listener.
- IAR.27 The student will articulate expressive qualities of music.

Vocal/Choral Music

Introduction

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

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

Vocal/Choral Music: Beginning Level

The Beginning Level standards are designed for students experiencing their first vocal/choral class. Beginning choral students may be found at any grade level within the elementary, middle, and secondary school setting, as prescribed by the local school district. The Beginning Level standards emphasize fundamental vocal development, traditional notation, and the introduction to ensemble singing. These standards require performance, creativity, and investigation at a fundamental level. Opportunities are provided for students to explore the relationship between music and the other fine arts and between music and disciplines outside the arts.

Performance and Production

- CB.1 The student will demonstrate proper posture and breathing techniques to support vocal production.
1. Identify vocal anatomy, including the function of the diaphragm and larynx in singing.
 2. Use breathing techniques to support vocal production.
 3. Demonstrate the operation of the vocal mechanism.
- CB.2 The student will sing with a free and clear tone, using accurate intonation.
1. Sing developmentally appropriate vocal exercises.
 2. Perform assigned vocal parts in repertoire accurately.
- CB.3 The student will sing with purity of vowels and clarity of consonants.
1. Produce pure vowel sounds—ah, eh, ee, oh, and oo.
 2. Articulate consonant sounds.
- CB.4 The student will perform dynamics and tempos as indicated by markings in the score in both solo and ensemble singing.
1. Apply dynamic markings, including *p*, *mp*, *mf*, *f*, *crescendo*, *decrescendo*.
 2. Apply tempo markings, including *allegro*, *andante*, and *lento*.
- CB.5 The student will perform an assigned vocal part in unison and in simple harmony.
1. Sing at least three of the following: rounds, canons, descants, partner songs.
 2. Sing literature in two-part harmony.
 3. Sing literature with and without instrumental accompaniment.
- CB.6 The student will respond to basic conducting gestures.
- CB.7 The student will respond to music through movement.
1. Use movement to illustrate contrasting styles of music.
 2. Use body percussion to practice and perform rhythms.
- CB.8 The student will improvise short melodic and rhythmic patterns in response to aural prompts.
1. Improvise “responses” in a style similar to given rhythmic and melodic phrases.
 2. Use multimedia applications in creating original music.

Cultural Context and Music Theory

- CB.9 The student will read and write basic 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 study selections that represent various historical, stylistic, and cultural contexts of choral music.
1. Compare and contrast the functions of vocal/choral music in various cultures.
 2. 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.

Judgment and Criticism

- CB.12 The student will 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.

Aesthetics

- CB.13 The student will compare music to the other fine arts.
1. Identify common elements and descriptive terms used in music with those used in the dance arts, theatre arts, and visual arts.
 2. Identify careers in music.
- CB.14 The student will demonstrate an awareness of the collaborative nature of the choral art.
1. Contribute to the success of the ensemble.
 2. Demonstrate concert etiquette as a performer and listener.

Vocal/Choral Music: Intermediate Level

The Intermediate Level standards 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 are continued for students to explore the relationship between music and the other fine arts and between music and disciplines outside of the arts.

Performance and Production

- CI.1 The student will demonstrate proper posture and breathing techniques to support vocal production.
 - 1. Demonstrate a consistent application of proper breath control.
 - 2. Demonstrate a consistent application of proper singing posture.
 - 3. Demonstrate knowledge of vocal anatomy through vocal production.
- CI.2 The student will sing with a free and clear tone, using accurate intonation.
 - 1. Identify the basic components of the phonation process as they relate to vocal production.
 - 2. Use vocalises to develop desired tone and intonation.
- CI.3 The student will sing with purity of vowels and clarity of consonants.
 - 1. Produce pure vowels—ah, eh, ee, oh, and oo—across the vocal range.
 - 2. Identify and articulate consonants, with emphasis on beginning and final consonants.
- CI.4 The student will use dynamics, tempo, blend, and balance in a group performance.
 - 1. Apply dynamic markings, including *pp*, *p*, *mp*, *mf*, *f*, *ff*, *crescendo*, *decrescendo*.
 - 2. Respond to conducting prompts regarding 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. Demonstrate and respond to basic conducting patterns of one, two, three, and four beats.
 - 2. Demonstrate and respond to expressive conducting gestures as they relate to style and interpretation.
- CI.7 The student will respond to music through movement.
 - 1. Create movement to illustrate diverse styles of music.
 - 2. Design body percussion for rhythm studies.
- CI.8 The student will improvise within limited parameters.
 - 1. Improvise short rhythmic and melodic phrases.
 - 2. Create vocal harmony to a given melody.
 - 3. Use available multimedia applications and technology in creating original music.

Cultural Context and Music Theory

- CI.9 The student will read and write music notation.
1. Identify dotted notes and rests, sixteenth notes and rests, basic symbols, and terms.
 2. Perform harmonic analysis of eight-measure phrases.
 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 textures.
 2. Recognize and perform music in various forms, including AB, ABA, and strophic.
- CI.11 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.

Judgment and Criticism

- CI.12 The student will use choral techniques and musicianship in the evaluation of music performances.
1. Formulate questions related to criteria for self-evaluation of vocal/choral performances.
 2. Design a rubric for the evaluation of individual and group performances.

Aesthetics

- CI.13 The student will investigate the relationship of music to the other fine arts and to disciplines outside the arts.
1. Identify characteristics of various arts from a particular historical period and from various cultures, using common elements and characteristic terms.
 2. Research careers in music as related to the other fine arts.
- CI.14 The student will demonstrate an awareness of the collaborative nature of the choral art.
1. Contribute to the success of the ensemble.
 2. Demonstrate concert etiquette as a performer and listener.

Vocal/Choral Music: Advanced Level

The Advanced Level student will continue to acquire proficiency in ensemble singing and will begin to develop competency in individual performance. Singing with refined expressive qualities, the student will perform vocal/choral selections and sight-reading material of increased levels of difficulty. Students will demonstrate expanded abilities in performance, creativity, and analytical investigation and will gain experiential knowledge of leadership and evaluative skills in group and individual settings. Opportunities are continued for students to explore the relationship between music and other disciplines.

Performance and Production

- CAD.1 The student will demonstrate proper vocal technique as applied to advanced literature.
1. Consistently demonstrate proper vocal production.
 2. Consistently demonstrate knowledge of vocal anatomy.
 3. Consistently apply proper vocal technique in control of dynamics and articulation.
 4. Exhibit increased ability to use efficient and effective breathing techniques.
- CAD.2 The student will consistently perform with accurate intonation in solo and ensemble singing.
1. Perform vocalises to achieve consistent and accurate intonation.
 2. Apply aural skills to adjust individual intonation within the ensemble.
- CAD.3 The student will sing with purity of vowels and clarity of consonants.
1. Demonstrate the difference between voiced and unvoiced consonants.
 2. Demonstrate the use of vowel placement to adjust tone.
 3. Demonstrate the difference between pure vowels and diphthongs.
- CAD.4 The student will sing in a manner reflecting the expressive qualities of music in rehearsal and performance.
1. Interpret mood, tempo, dynamics, and tone color in performance.
 2. Demonstrate blending vocal timbres and matching dynamic levels.
 3. 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 voice on a part.
 2. Perform music with traditional and nontraditional harmonies.
- CAD.6 The student will respond to various conducting patterns and interpretive gestures.
1. Respond to conducting patterns for changing and mixed meters.
 2. Demonstrate conducting patterns in duple, triple, and compound meters.
- CAD.7 The student will sing independently.
1. Demonstrate audition skills.
 2. Demonstrate memorization skills.
 3. Perform a song and/or a vocal part alone.
- CAD.8 The student will respond to music through movement.

Cultural Context and Music Theory

- CAD.9 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 an individual voice part in a vocal score.
 4. Use available technology and related software.
- CAD.10 The student will create music through composing, improvising, and arranging.
1. Create harmonies to a given melody.
 2. Improvise a simple melody vocally.
 3. Create arrangements of known melodies.
 4. Use available multimedia applications and technology.
- CAD.11 The student will identify various compositional methods, including fugue, word painting, modulation, and aleatory music, encountered in the music being studied.
- CAD.12 The student will study and sing selections representing various historical periods, styles, and cultures, including selections in a variety of foreign languages.

Judgment and Criticism

- CAD.13 The student will evaluate music 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.14 The student will make informed decisions as a consumer of music.
1. Identify opportunities to participate in vocal/choral ensembles in the community.
 2. Demonstrate knowledge of opportunities for attendance at professional and community concerts.

Aesthetics

- CAD.15 The student will discuss the relationship between music and the other fine arts and between music and disciplines outside the arts.
1. Name and describe the correlation between vocal/choral music and other disciplines.
 2. Research the responsibilities of careers in music as related to the other fine arts.
- CAD.16 The student will identify the collaborative nature of the choral art.
1. Contribute to the success of the ensemble.
 2. Demonstrate concert etiquette as a performer and listener.

Vocal/Choral Music: 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 an individual performance portfolio will be developed. Competency in solo and/or ensemble singing and the use of foreign languages will assist in preparing the singer for future musical and vocal development and career opportunities. Increasing awareness of the interrelation among music, the other fine arts, and other disciplines will be emphasized.

Performance and Production

- CAR.1 The student will demonstrate a command of proper vocal technique in advanced vocal/choral literature.
1. Demonstrate knowledge of the singing mechanism in vocal production.
 2. Use proper vocal technique in the control of dynamics and articulation.
 3. Use proper breathing techniques while singing.
 4. Demonstrate control throughout the vocal range.
- CAR.2 The student will consistently demonstrate accurate intonation in solo and ensemble singing.
1. Apply listening skills to adjust individual intonation within the ensemble.
 2. Use advanced vocal development exercises to improve intonation.
 3. Demonstrate the ability to transpose *a cappella* music into one or more keys.
- CAR.3 The student will sing with purity of vowels and clarity of consonants.
1. Use the International Phonetic Alphabet (IPA) as a resource tool.
 2. Demonstrate difference between voiced and unvoiced consonants.
 3. Demonstrate difference between pure vowels and diphthongs.
- CAR.4 The student will sing in a manner reflecting expressive qualities of music.
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 voice on a part.
 2. Perform music with complex harmonies and music with nontraditional harmonies.
- CAR.6 The student will respond to and perform various conducting patterns and interpretive gestures.
1. Respond to and perform conducting patterns for changing and mixed meters.
 2. Demonstrate conducting patterns, including those for duple, triple, and compound meters.
- CAR.7 The student will perform a solo and sing a voice part in advanced choral literature.
1. Demonstrate audition skills.
 2. Demonstrate memorization skills.
 3. Sing a selection from standard solo repertoire.

CAR.8 The student will respond to and perform music through movement.

1. Create movement for selected styles of music.
2. Perform movement for selected styles of music.

Cultural Context and Music Theory

CAR.9 The student will read and write complex notation.

1. 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.

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

1. Create a descant or ostinato to a previously learned melody.
2. Create harmonies to a given melody.
3. Improvise on a simple melody.
4. Create an arrangement to a given melody.
5. Use available multimedia and technology.

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

CAR.12 The student will study and sing selections representing various historical periods, styles, and cultures, including music of the twentieth and twenty-first centuries.

1. Choose selections from more than one foreign language.
2. Develop a portfolio of repertoire.

Judgment and Criticism

CAR.13 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.14 The student will make informed decisions as a consumer of music.

1. Identify opportunities to contribute to the musical community.
2. Identify opportunities for attendance at professional and community concerts.

Aesthetics

CAR.15 The student will articulate the relationship of music to the other fine arts and to disciplines outside the arts.

1. Identify and describe the correlation between vocal/choral music and other disciplines.
2. Research careers in music as related to the other fine arts.

CAR.16 The student will display leadership 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 performances in a variety of settings.

Theatre Arts Standards of Learning

for
Virginia
Public Schools

Theatre Arts Standards of Learning

Introduction

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

Throughout theatre arts education, course content is organized into four specific content strands or topics: Performance and Production, Cultural Context and Theatre History, Judgment and Criticism, and Aesthetics. It is through the acquisition of the concepts, content, and skills that the goals for theatre arts education 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 are encouraged to go beyond these standards and select instructional strategies and assessment methods appropriate for their students. Teachers will consistently model appropriate use of copyrighted and royalty-protected materials.

Goals

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

- Think and act creatively by solving problems individually or collaboratively and by employing originality, flexibility, and imagination.
- Develop the acting skills necessary for creative dramatic performance.
- Demonstrate knowledge of the elements of theatre production.
- Demonstrate understanding of theatre arts in relation to history and culture.
- Develop critical skills to evaluate their own work and the work of others.
- Demonstrate 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.
- Demonstrate ability to apply aesthetic criteria for making artistic choices.
- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.

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 in order 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 and 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.

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. Correct and safe techniques, as well as wise selection of resources, materials, and theatre experiences appropriate to the students' age levels, must be carefully considered with regard to the safety precautions needed 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 designated 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 implementation of technical elements

- The construction and finishing of theatre scenery, costumes, and properties should be conducted under the same conditions and practices used in career and technical education classrooms, including use of appropriate personal safety equipment, such as gloves, goggles, hearing protectors, and dust masks.
- Stage curtains and drapes should have a flameproof rating and current certification.
- Stage lighting circuits, dimmers, and fixtures should be properly maintained and regularly inspected, especially for ground continuity.
- There should be an accessible master switch for the electric supply for stage lighting equipment.
- Amplified sound volumes must not exceed safe levels so that hearing damage is avoided.
- 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

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

Middle School Exploratory Dramatics

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

Performance and Production

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

Cultural Context and Theatre History

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

Judgment and Criticism

- M.10 The student will give constructive and objective criticism of class performances, using appropriate theatre arts vocabulary.
- M.11 The student will demonstrate the ability to accept and incorporate constructive criticism in subsequent work.

- M.12 The student will read and analyze scripts and respond in oral, written, or visual form.
- M.13 The student will view, analyze, and interpret live theatre in regard to directing, design, acting, and artistic presentation, using oral or written responses.

Aesthetics

- M.14 The student will recognize and respond to the unique qualities of theatre, including
1. interaction of the audience and actors;
 2. immediacy of live performance;
 3. representation of life; and
 4. incorporation of the other arts.
- M.15 The student will define *aesthetics* and discuss how it is reflected in theatre arts and everyday life.

Theatre Arts I: Introduction to Theatre

The Theatre Arts I standards are designed to provide students with a survey of 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 areas of personal 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 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, portrayals of 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 terminology for blocking and character development;
 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, costuming, 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 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.
- 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 presentations; 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 will describe the response, using appropriate theatre arts vocabulary.
- TI.14 The student will define *aesthetics* and discuss how it is reflected in theatre arts.
- TI.15 The student will discuss and analyze the purposes, values, and meanings of theatrical works.
- TI.16 The student will discuss how personal experience, culture, and current events shape individual aesthetic experience.

Theatre Arts II: Dramatic Literature and Theatre History

The Theatre Arts II standards are designed to help students integrate and build upon concepts and skills acquired in Theatre Arts I. Through various modes of expression and performance, students will investigate dramatic literature, theatrical styles, and historical periods. Students will 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 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 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 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 made in the directorial process.

- TII.6 The student will explore and demonstrate skills and principles of technical theatre by
1. applying basic safety procedures;
 2. applying the components, functions, and operations 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. offering solutions to technical theatre problems;
 5. interpreting, preparing, and presenting elements of technical theatre to enhance a scene; and
 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 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 and cultural and historical clues in dramatic texts; and
 3. researching and describing historical production designs, techniques, and performances from various cultures.
- TII.10 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 to determine their production requirements by referencing historical and cultural contexts.
- TII.11 The student will describe how theatre is similar to and different from other art forms, other fields of knowledge, and literary genres by
1. identifying characteristics and comparing the presentation of characters, environments, and actions in theatre and other art forms;
 2. comparing the interpretive and expressive natures of various art forms in specific cultural or historical periods; and
 3. making connections between theatre and other fields of knowledge.

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 the artistic choices of others in informal and formal productions;
 3. analyzing and evaluating reviews and critiques of 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 responses visually, orally, aurally, kinesthetically, or in writing; 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, 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 dance 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 arts 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 Arts III: Intermediate Acting and Playwriting

The Theatre Arts III standards are designed to help students integrate and build upon concepts and skills acquired in Theatre Arts II. Through various modes of expression and performance, students will 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 a 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 their historical and cultural contexts in order to determine their design requirements.
- TIII.10 The student will compare and contrast theatre to film/video by
1. listing characteristics of production methods of each;
 2. analyzing the difference between theatre scripts and film/video screenplays; and
 3. describing the use of film/video and 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 the works of established playwrights in relation to student works; 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 with those of 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 Arts IV: Advanced Acting and Directing

The Theatre Arts IV standards are designed to help students refine the concepts and skills acquired in Theatre Arts III while reinforcing the principles learned in Theatre Arts I and II. Through research, performance, and evaluation, students will develop artistic criteria that will be applied to performance and directing. Students will study and respond to a variety of theatre experiences, showcasing their 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, 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 repertoire 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 his/her own and peer audition pieces;
 3. preparing a written performance and production résumé; 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, makeup, and costumes;
 6. researching the 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, 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' abilities 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 theatrical work of others to personal theatrical work.
- TIV.17 The student will justify personal perceptions of a director's vision of the playwright's intent.

Visual Arts Standards of Learning

for
Virginia
Public Schools

Visual Arts Standards of Learning

Introduction

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

Throughout visual arts education, course content is organized into four specific content strands or topics: Visual Communication and Production, Cultural Context and Art History, Judgment and Criticism, and Aesthetics. It is through the acquisition of the concepts, content, and skills that the goals for visual arts education can be realized. A comprehensive visual arts education program provides students with multiple means of expression as well as with analytical skills to evaluate information that is conveyed by 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 are encouraged to go beyond these standards and select instructional strategies and assessment methods appropriate for their students. Teachers will consistently model appropriate use of copyrighted and royalty-protected materials.

Goals

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

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

Strands

Visual Communication and Production

Students will develop and communicate ideas by creating works of art. 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 develop understanding of the visual arts in relation to history and cultures by investigating works of art from different times and places. Through the study of works of art and the people who produced them, students will learn to understand the role the visual arts play in communicating historical and cultural beliefs and ideas.

Judgment and Criticism

Students will examine works of art and make informed judgments about them based on established visual arts criteria. Through the understanding of visual arts principles and processes, they will be able to use a variety of strategies to analyze the visual qualities and interpret the meanings of works of art. They will also employ critical evaluation skills in the production of 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 of works of art. Through the examination of issues related to the visual arts, students will draw conclusions and reflect on the nature, meaning, and value of art, based on their dual roles as both 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.

Safety

In implementing the Visual Arts Standards of Learning, teachers must teach and students must understand the rationale for safe practices and guidelines. They must 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 the students' age levels, must be carefully considered with regard to the safety precautions needed for every instructional activity. Safe visual arts classrooms require thorough planning, careful management, and constant monitoring of student activities. Class enrollments should not exceed the designated capacity of the room.

Prior to using them in an instructional activity, teachers must be knowledgeable about the properties, use, storage, and proper disposal of all art materials that may be judged as hazardous. Art materials containing

toxic substances that can cause acute or chronic health effects are prohibited from use with students in pre-kindergarten through grade six, or up to twelve years of age. All hazardous art materials are required to have been tested by the manufacturer and to exhibit the safety labeling “Conforms to ASTM D-4236,” “Conforms to ASTM Practice D-4236,” or “Conforms to the health requirements of ASTM D-4236.”

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

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

1. Avoid certain art supplies for students in pre-kindergarten through grade six, or up to twelve years of age. The general rules are as follows:
 - No dust or powders;
 - No chemical solvents or solvent-containing products;
 - No aerosol sprays, air brush paints, or other propellants;
 - No acids, alkalis, bleaches, or other corrosive chemicals;
 - No donated or found materials, unless ingredients are known;
 - No old materials, as they may be more toxic and have inadequate labeling; and
 - No lead, metals, or cadmium products, as found in paints, glazes, metal work, and stained glass.When feasible, substitution of nontoxic materials for hazardous materials should be made a priority with students over twelve years of age.
2. High-risk students are at greater than usual risk from toxic materials, and they must be treated with special care and attention when using potentially harmful art supplies. High-risk students include those who have visual or hearing problems, physical disabilities, or asthma; take medication; or are emotionally disturbed.
3. Make sure products are adequately labeled. Do not use any product that does not have a label or has a label that gives inadequate information. In general, the more the label describes the product, the easier it will be to use safely. The label should state how the product is to be used. It should also state what to do in case of an accident. Even if the label says “nontoxic,” do not assume that it 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 hazardous products in small containers, because the smaller the amount of a product, the less potential there is for exposure to it. Also, larger amounts often are not quickly depleted, and leftover products need to be properly stored. Accidental poisonings may occur when stored products are left unattended. If such an accident should occur, call the local poison control center immediately.

Art educators are responsible for the art materials they order and supply to students and for the safe use of those materials. Numerous safe art materials are available for use in place of materials identified as being toxic. Keep in mind that art materials containing toxic substances, which can cause acute or chronic health effects, are prohibited from use with students up to twelve years of age. Teachers of students

twelve years of age or older should also avoid the use of toxic hazardous art materials. Only art materials manufactured and labeled for use in the production of art projects and activities should be used in the execution of art projects within the classroom.

Exhibiting Student Art

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

The exhibition process has the following five phases:

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

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

Kindergarten

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 express ideas and feelings through the 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 create 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 use motor skills (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping) to create two-dimensional and three-dimensional works of art.

Cultural Context and Art History

- K.11 The student will identify people who make art as “artists” (e.g., painters, sculptors, printmakers, architects, graphic designers).
- K.12 The student will identify the purposes for creating works of art.
- K.13 The student will discuss the concept that people in all cultures create works of art.

Judgment and Criticism

- K.14 The student will describe and respond to works of art.
- K.15 The student will classify objects in the environment by using art vocabulary (e.g., color, texture, line, shape, pattern).

Aesthetics

- K.16 The student will discuss and explain ideas and expressions in personal works of art.
- K.17 The student will select a preferred work of art from among others and explain why it was chosen.
- K.18 The student will discuss thoughts, 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. The standards continue to emphasize the language of art. Art production focuses on increased communication, self-expression, and the depiction of stories and events. Students will learn that people have different responses to the visual 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 sight, 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—zigzag, 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 stories, poems, and themes.
- 1.5 The student will create art from real and imaginary sources of inspiration.
- 1.6 The student will use personal experiences and simulated situations as subject matter in works of art.
- 1.7 The student will demonstrate the ability to recognize size relationships in works of art.
- 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 use motor skills to weave, tear, and otherwise manipulate art materials.

Cultural Context and Art History

- 1.11 The student will describe and discuss similarities and differences between various careers in the visual arts.
- 1.12 The student will recognize and describe how art is an integral part of one's own culture.
- 1.13 The student will identify and describe works of art that communicate feelings, ideas, and information.
- 1.14 The student will identify American cultural symbols and events depicted in art.

Judgment and Criticism

- 1.15 The student will discuss why viewers may have different responses to works of art.

- 1.16 The student will view works of art and describe similarities and differences between them.
- 1.17 The student will describe and discuss the visual qualities and content of works of art, using an art vocabulary.

Aesthetics

- 1.18 The student will discuss the reasons why works of art have value.
- 1.19 The student will express a point of view regarding what art is and what purpose art serves.
- 1.20 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 investigate various solutions to a single visual arts problem.
- 2.2 The student will incorporate unanticipated results of art-making into works of art.
- 2.3 The student will use literary sources to generate ideas for works of art.
- 2.4 The student will identify and use
 - 1. secondary colors—orange, violet, and green;
 - 2. shapes—geometric and organic;
 - 3. three-dimensional forms—cube, cylinder, sphere, pyramid, and cone; and
 - 4. pattern—complex, alternating, and repeating.
- 2.5 The student will use environmental themes and historical events as inspiration for works of art.
- 2.6 The student will create a work of art from observation.
- 2.7 The student will depict objects in proportion within a work of art.
- 2.8 The student will collaborate with others to create a work of art.
- 2.9 The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.
- 2.10 The student will create a three-dimensional work of art, using a variety of materials.
- 2.11 The student will create a work of art by manipulating clay.

Cultural Context and Art History

- 2.12 The student will recognize the careers related to the media they have studied.
- 2.13 The student will compare the art, artifacts, and architecture of other cultures with that of their own culture.
- 2.14 The student will identify symbols from various cultures.
- 2.15 The student will identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians (First Americans).

Judgment and Criticism

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

Aesthetics

- 2.20 The student will discuss local public art and its value to the community.
- 2.21 The student will describe the meanings and feelings evoked by works of art.
- 2.22 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, and they will combine knowledge of ancient art and architecture, effective artistic processes and skills, and a variety of ideas to produce works of art.

Visual Communication and Production

- 3.1 The student will identify innovative solutions used by artists to solve visual problems.
- 3.2 The student will use various art processes and techniques to produce works of art that demonstrate craftsmanship.
- 3.3 The student will develop art ideas from a variety of 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;
 - 5. pattern—extend the sequential structure, using motifs; and
 - 6. contrast.
- 3.5 The student will compare, contrast, and use organic and geometric shapes in works of art.
- 3.6 The student will create a functional object that reflects the contributions of Greco-Roman civilizations, as found in artifacts.
- 3.7 The student will create the illusion of depth on a two-dimensional surface, using overlapping, size variation, and placement in the picture plane.
- 3.8 The student will identify and use foreground, middle ground, and background in two-dimensional works of art.
- 3.9 The student will identify and use architectural forms (e.g., cube, cylinder, sphere, pyramid, cone).
- 3.10 The student will produce a work of art that communicates feelings.
- 3.11 The student will create a work of art in clay, using the coil-building process.

Cultural Context and Art History

- 3.12 The student will identify and discuss common characteristics in various art careers (e.g., painter, sculptor, illustrator, visual art teacher).
- 3.13 The student will discuss how history, culture, and the visual arts influence each other.

- 3.14 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.
- 3.17 The student will identify how works of art reflect times, places, and cultures.
- 3.18 The student will explain the role of archaeology in learning about the art of past cultures.

Judgment and Criticism

- 3.19 The student will examine and discuss why works of art have been interpreted in different ways throughout history.
- 3.20 The student will describe the problem-solving process involved in producing personal works of art, using appropriate art vocabulary.
- 3.21 The student will discuss the difference between art and other types of objects, using appropriate art vocabulary.
- 3.22 The student will analyze works of art by subject matter, including portrait, landscape, still life, and narrative.
- 3.23 The student will express informed judgments about works of art.
- 3.24 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

- 3.25 The student will examine the relationship between form and function in the artifacts of a culture.
- 3.26 The student will identify common attributes in works of art produced by artists within one culture.
- 3.27 The student will determine why art has value.
- 3.28 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 will 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 will examine the influence of the past on contemporary culture.

Visual Communication and Production

- 4.1 The student will research and generate ideas for creating works of art, using 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 abstract works of art.

Cultural Context and Art History

- 4.11 The students will identify and discuss a variety of art careers (e.g., potter, weaver, glassmaker, jeweler, local community artist).
- 4.12 The student will compare and contrast abstract and realistic works of art.
- 4.13 The student will recognize, compare, and contrast the characteristics of diverse cultures in contemporary works of art.
- 4.14 The student will identify and describe the influences of ancient cultures on Early American architecture.
- 4.15 The student will examine the roles of crafts and artisans in Colonial Virginia.
- 4.16 The student will investigate artists and their work, using research tools and procedures.

Judgment and Criticism

- 4.17 The student will interpret works of art for multiple meanings.
- 4.18 The student will analyze works of art based on visual properties.
- 4.19 The student will compare and contrast abstract, representational, and nonrepresentational works of art.
- 4.20 The student will identify and investigate ways that works of art from popular culture reflect the past and influence the present.
- 4.21 The student will support the selection of a work of art, using appropriate art vocabulary.
- 4.22 The student will compare and contrast works of art by genre.

Aesthetics

- 4.23 The student will discuss how criteria used to value art may vary from one culture to another.
- 4.24 The student will discuss how personal beliefs influence responses to works of art.
- 4.25 The student will formulate questions about works of art.
- 4.26 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 will gain fluency in using and understanding 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, including proportion, rhythm, balance, emphasis, variety, contrast, and unity, to express ideas and create images.
- 5.6 The student will develop ideas for works of art by brainstorming, conducting research, and making preliminary sketches.
- 5.7 The student will collaborate with others to produce a work of art that characterizes a historical time period.
- 5.8 The student will defend a position regarding a historical or contemporary issue through the production of a work of art.
- 5.9 The student will demonstrate an understanding of symbolic meanings by incorporating symbols in a work of art.
- 5.10 The student will use linear perspective in a work of art.
- 5.11 The student will emphasize spatial relationships in works of art.
- 5.12 The student will express ideas through artistic choices of media, techniques, and subject matter.
- 5.13 The student will use technology to produce a work of art.
- 5.14 The student will use three-dimensional art media to create a sculpture in the round, high relief, or bas-relief.
- 5.15 The student will describe the changes that occur in clay, including plastic, leatherhard, greenware, bisque, and glazeware, during the ceramic process.

- 5.16 The student will produce fiber art that reflects the qualities of the fiber art of another age, culture, or country.

Cultural Context and Art History

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

Judgment and Criticism

- 5.23 The student will compare and contrast art from various cultures and periods, including Pre-Columbian, African-American, Colonial American, and European, using appropriate art vocabulary.
- 5.24 The student will discuss an artist's point of view based on evidence from written sources.
- 5.25 The student will compare and contrast natural and constructed environments.
- 5.26 The student will analyze works of art based on visual properties and historical context.
- 5.27 The student will apply specific criteria to assess a finished product.

Aesthetics

- 5.28 The student will discuss the role of art and artists in society.
- 5.29 The student will discuss how criteria used to value art within a culture vary over time.
- 5.30 The student will describe a valued object within present-day culture in terms of aesthetic preferences.
- 5.31 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 will investigate a variety of experiences and concepts. Students will explore various two-dimensional and three-dimensional art media, using a variety of expressive and technical approaches. Students will understand the factors that distinguish artistic styles and that clarify the role of art in American culture. Through critical examination, 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, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images.
- 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 among other objects.
- 6.5 The student will use visual memory skills to produce a work of art.
- 6.6 The student will use appropriate art media and techniques to create both visual and tactile textures in works of art.
- 6.7 The student will use chiaroscuro to create the illusion of form in a work of art.
- 6.8 The student will produce a kinetic work of art.
- 6.9 The student will utilize fantasy as a means of expression in works of art.
- 6.10 The student will use computer graphics and computer-generated text to create original works of art.

Cultural Context and Art History

- 6.11 The student will describe and discuss various types of collaborative art careers (e.g., architect, motion picture producer, animator, Web page designer, interior designer).
- 6.12 The student will identify the components of an artist's style, including materials, design, technique, and subject matter.
- 6.13 The student will identify major art movements in American culture from 1877 to the present, with emphasis on relating these movements to changes in science and technology.

6.14 The student will identify how artists contribute to society.

Judgment and Criticism

6.15 The student will discuss the ways that art can be persuasive.

6.16 The student will explain how the elements of art, the principles of design, art techniques, and art media influence meaning in works of two-dimensional and three-dimensional art.

6.17 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.

6.18 The student will interpret the ideas and emotions expressed in works of art, using appropriate art vocabulary.

6.19 The student will identify the relationship between art processes and final solutions.

6.20 The student will identify and examine ethical standards in the use of

1. print and digital images;
2. materials protected by copyright; and
3. information technology.

Aesthetics

6.21 The student will respond to works of art and analyze those responses in terms of cultural and visual meaning.

6.22 The student will generate philosophical questions regarding meanings in works of art.

6.23 The student will describe the manner in which the belief systems of a viewer may influence contemplation of works of art.

6.24 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 will develop technical skills that empower them to communicate ideas visually, with the focus on realistic representations of their environment. Students will acquire knowledge that permits them to identify art styles and the periods to which those styles belong. In addition, students will become aware of a variety of art careers that they may consider. They will develop inquiry skills and vocabulary as they explore the meaning of works of art, using analysis of subject matter, themes, and symbols. Students will develop an increased awareness of the nature of art and of their relationship to it as they explore the meaning and value of works of art.

Visual Communication and Production

- 7.1 The student will identify and use analogous, complementary, and monochromatic color relationships in works of art.
- 7.2 The student will create the illusion of movement in two-dimensional and three-dimensional works of art.
- 7.3 The student will apply in two-dimensional and three-dimensional works of art the elements of art and the principles of design, including line, shape, form, color, value, texture, space, proportion, rhythm, balance, emphasis, variety, and unity.
- 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, integrating the elements of art and principles of design.
- 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 use computer design programs to create original works of art.
- 7.14 The student will use problem-solving skills to create a work of art that communicates ideas or emotions.

Cultural Context and Art History

- 7.15 The student will compare various art careers and the methods of preparing for them.
- 7.16 The student will identify styles and themes in contemporary and historical works of art.
- 7.17 The student will compare and contrast the characteristics of public art, including monuments.
- 7.18 The student will examine the uses and impact of persuasive techniques in print and electronic media.

Judgment and Criticism

- 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 understand the use of personal information, artist intent, cultural influences, and historical context for interpretation of works of art.
- 7.21 The student will identify and apply criteria for judging works of art.
- 7.22 The student will identify and examine ethical and legal considerations in the use of appropriated images and information.
- 7.23 The student will analyze, interpret, and judge works of art based on biographical, historical, or contextual information.
- 7.24 The student will compare and contrast personal experiences with the life experiences depicted in works of art from other cultures.
- 7.25 The student will identify the processes artists use to create works of art, using analysis of rough sketches, drafts, and series.

Aesthetics

- 7.26 The student will analyze and describe how factors of time and place influence visual characteristics that give meaning and value to a work of art.
- 7.27 The student will generate questions about the nature of art and possible answers to the questions.
- 7.28 The student will describe ways that social and cultural beliefs can influence responses to works of art.
- 7.29 The student will describe personal responses to the visual qualities of a work of art.
- 7.30 The student will investigate the purposes 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 will acquire art skills that enable them to make conscious choices of media and techniques for expressive purposes. Students will produce works of art that are developed from preliminary ideas and sketches. They will compare and contrast art from different world cultures and investigate how context can influence meaning. Students will 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.
- 8.11 The student will provide evidence of the critical and artistic processes used to achieve final art solutions in personal works of art by documenting preparation, rough drafts, and final solutions.

Cultural Context and Art History

- 8.12 The student will identify the roles of artists (e.g., graphic artists, animators, videographers, photographers, advertising artists) in mass media.
- 8.13 The student will identify and analyze art and architecture from various world cultures, periods, or civilizations by styles, symbolism, and technological impact.
- 8.14 The student will describe and place a variety of works in historical and cultural contexts.

- 8.15 The student will compare and contrast works of art according to medium, period, style, and artist.

Judgment and Criticism

- 8.16 The student will analyze the effect the elements of art and the principles of design have on the communication of ideas.
- 8.17 The student will investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art.
- 8.18 The student will communicate how personal experiences influence critical judgments about and interpretations of works of art.
- 8.19 The student will critique in oral and written form, personal work and the work of others, using appropriate art vocabulary.

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 on 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 Art I standards 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 works of art that represent originality, personal expression, and craftsmanship.
- 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.

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 educator).
- AI.12 The student will describe connections among media, elements of art, principles of design, themes, and concepts found in historical and contemporary art.
- AI.13 The student will describe works of art, using appropriate art vocabulary.
- AI.14 The student will identify major art movements and influential artists according to locations, cultures, and historical periods.

- AI.15 The student will identify features of a work of art, including media, subject matter, and formal choices, that influence meaning.
- AI.16 The student will describe the role of mass media in influencing preference, perception, and communication.
- AI.17 The student will describe and analyze the function, purpose, and perceived meanings of specific works of art studied.
- AI.18 The student will identify and examine symbols in works of art and discuss possible reasons for their use.

Judgment 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/or 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.

AI.33 The student will formulate a definition for the word *art* and defend that definition in relation to objects in the world.

Art II: Intermediate

The Art II standards are designed to help students 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 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.

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, using 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 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 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 the effectiveness of the communication of ideas in personal works of art.
- 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 a man-made or a 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 the fact that art can be viewed from a variety of aesthetic stances.

Art III: Advanced Intermediate

The Art III standards 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 their 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 works of art for display;
 - 2. preparing for display;
 - 3. presenting the exhibition; and
 - 4. participating in a group assessment of the exhibition.

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 that have contributed to the student's developing portfolio.
- 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 Art IV standards are designed to help students reinforce competence and confidence in skills of analysis, evaluation, and creation of works of art. Content and concepts associated with art criticism and aesthetics are central to the refinement of art production skills, and 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 expected. 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 proportion, composition, and spatial relationships;
 2. A comprehensive concentration that exhibits in-depth grasp of composition, technical skill, and personal style; and
 3. Examples of two-dimensional and three-dimensional works extensive enough to show a knowledge of space, form, and function throughout the portfolio.
- AIV.3 The student will demonstrate an advanced level of knowledge of the elements of art and the principles of design in works of art.
- AIV.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 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 in ethical matters and procedures, including adherence to 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.

Cultural Context and Art History

AIV.11 The student will evaluate careers in the visual arts in relation to personal skills, artistic aptitudes, and interests.

AIV.12 The student will select, research, and analyze artists and works of art related to areas of concentration in art that are of personal interest.

AIV.13 The student will use an extensive, high-level art vocabulary to analyze, evaluate, and interpret works of selected artists.

AIV.14 The student will describe where, when, and by whom specific works of art were created.

AIV.15 The student will compare and analyze perceived relationships between the features in works of selected artists and personal works of art.

AIV.16 The student will identify the influences of selected artists on society and culture.

AIV.17 The student will justify personal choices and the influences from art history that are 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 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 compare and contrast two opposing written reviews of the same exhibition and prepare to discuss a personal point of view based on what he or she has read.

AIV.22 The student will write a personal critique of a current art exhibition.

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

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

AIV.25 The student will critically view the quality and expressive form of works of art as a source of inspiration and insight and as a potential contribution to personal works of art.

Aesthetics

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

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

- AIV.28 The student will analyze and discuss relationships between works of art in terms of opposing aesthetic views.
- AIV.29 The student will study, analyze, interpret, and relate the aesthetic qualities of the art works of others to personal work.
- AIV.30 The student will justify personal perceptions of an artist's intent, using visual clues and research.
- AIV.31 The student will discuss in writing the impact of contemporary art on the development of a personal style.



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