

ARTS

Standard 1 – Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Dance - Perform set dance forms in formal and informal contexts and will improvise, create, and perform dances based on their own movement ideas. They will demonstrate an understanding of choreographic principles, processes, and structures and of the roles of various participants in dance productions.

- Elementary: create and perform simple dances based on their own movement ideas (c)
- Intermediate: create or improvise dance phrases, studies, and dances, alone and/or in collaboration with others, in a variety of contexts (c)
- Commencement-General Education: perform movements and dances that require demonstration of complex steps and patterns as well as understanding of contextual meanings (a)
- Commencement-Major Sequence: use a variety of sources to find dance ideas (a)

Music - Compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

- Elementary: sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts (b)
- Intermediate: sing and/or play, alone and in combination with other voice or instrument parts, a varied repertoire of folk, art, and contemporary songs, from notation, with a good tone, pitch, duration, and loudness (b)
- Commencement-General Education: compose simple pieces for at least two mediums, including computers (MIDI) and other electronic instruments. (Pieces may combine music with other art forms such as dance, theatre, visual arts, or film/video.) (a)

- Commencement-Major Sequence: compose a collection of works for wind, string, percussion, vocal, keyboard, or electronic media that demonstrates an understanding and application of the musical elements and music-related technology (a)

Theatre - Create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.

- Elementary: use basic props, simple set pieces, and costume pieces to establish place, time, and character for the participants (c)
- Intermediate: imitate various experiences through pantomime, play making, dramatic play, story dramatization, storytelling, role playing, improvisation and guided play writing (b)
- Commencement-General Education: make acting, directing, and design choices that support and enhance the intent of the class, school, and/or community productions (e)
- Commencement-Major Sequence: collaborate in the development of original works which reflect life experiences (b)

Visual Arts - Make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

- Elementary: develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events (b)
- Intermediate: know and use a variety of sources for developing and conveying ideas, images, themes, symbols, and events in their creation of art (b)
- Commencement-General Education: create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints (a)

- Commencement-Major Sequence: reveal through their work a broad investigation of a variety of individual ideas and at least one theme explored imaginatively and in depth (b)

Standard 2 – Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

Dance - Know how to access dance and dance-related material from libraries, resource centers, museums, studios, and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.

Intermediate: demonstrate knowledge of differences in performance venue and the events presented in each (d)

Commencement-General Education: know about regional performance venues which present dance and how to purchase tickets and access information about events (c)

Commencement-Major Sequence: understand the roles of dancers, audience, and creators in a variety of dance forms and contexts (b)

Music - Use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.

- Elementary: identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used (d)
- Elementary: discuss ways that music is used by various members of the community (f)
- Intermediate: demonstrate appropriate listening and other participatory responses to music of a variety of genres and cultures (e)

- Commencement-General Education: describe and compare the various services provided by community organizations that promote music performance and listening (b)
- Commencement-Major Sequence: identify ways that they have contributed to the support of the musical groups of which they are members (b)
- Commencement-Major Sequence: explain opportunities available to them for further musical growth and professional development in higher education and community institutions (c)

Theatre - Know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.

- Intermediate: use the school or community library/media centers and other resources to develop information on various theatre-related topics (b)
- Commencement-General Education: visit local theatrical institutions and attend theatrical performances in their school and community as an individual and part of a group (c)
- Commencement-Major Sequence: design an individualized study program (i.e., internship, mentorship, research project) in a chosen theatre, film, or video vocation/avocation and share the information with the class (d)

Visual Arts - Know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

- Elementary: know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art (c)
- Intermediate: take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art (c)

- Commencement-General Education: select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums (a)
- Commencement-Major Sequence: develop Commencement Portfolios that show proficiency in one or more mediums and skill in using and manipulating the computer and other electronic media (a)

Standard 3 – Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Dance - Express through written and oral language their understanding, interpretation, and evaluation of dances they see, do, and read about. Students will acquire the critical vocabulary to talk and write about a variety of dance forms.

- Commencement-General Education: make comparisons of the nature and principles of dance to other arts (c)
- Commencement-Major Sequence: express to others theories about the nature of dance and the underlying assumptions that people have about dance (a)

Music - Demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music's content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

- Elementary: describe the music's context in terms related to its social and psychological functions and settings (e.g., roles of participants, effects of music, uses of music with other events or objects, etc.) (b)
- Elementary: describe their understandings of particular pieces of music and how they relate to their surroundings (e)
- Intermediate: use appropriate terms to reflect a working knowledge of social-musical functions and uses (appropriate choices of music for common ceremonies and other events) (b)
- Commencement-General Education: read and write critiques of music that display a broad knowledge of musical elements, genres, and styles (b)

- Commencement-Major Sequence: assess, describe, and evaluate the development of their personal contributions to their own, their school's, and their community's musical life by appropriately using musical and socio-cultural terms and concepts (contributions and skills of musicians, functions of music in society, etc.) (a)

Theatre - Reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism. Students will analyze the meaning and role of theatre in society. Students will identify ways in which drama/theatre connects to film and video, other arts, and other disciplines.

- Elementary: identify the use of other art forms in theatre productions (b)
- Intermediate: explain how drama/theatre experiences relate to other literary and artistic events (c)
- Commencement-General Education: explain how a theatrical production exemplifies major themes and ideas from other disciplines (c)
- Commencement-Major Sequence: explain the meaning and societal function of different types of productions (b)
- Commencement-Major Sequence: explain how theatre can enhance other subjects in the curriculum (e)

Visual Arts - Reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

- Elementary: explain the themes that are found in works of visual art and how the art works are related to other forms of art (dance, music, theatre, etc.) (c)
- Elementary: explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.) (d)
- Intermediate: compare the ways ideas and concepts are communicated through visual art with the various ways that those ideas and concepts are manifested in other art forms (c)

- Intermediate: compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline (d)
- Commencement-General Education: analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art (c)
- Commencement-General Education: develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life (d)
- Commencement-Major Sequence: give evidence in their Commencement Portfolios that they have researched a theme in-depth and that in their research they have explored the ways the theme has been expressed in other disciplinary forms (c)

Standard 4 – Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Dance - Know dances from many cultures and times and recognize their relationship to various cultural, social, and historic contexts. Students will recognize that dance is performed in many different cultural settings and serves many functions in diverse societies.

- Elementary: explain the settings and circumstances in which dance is found in their lives and those of others, both past and present (b)
- Intermediate: show how specific dance forms are related to the culture from which they come (c)
- Commencement-General Education: identify the cultural elements in a variety of dances drawn from the folk and classical repertoires (c)
- Commencement-Major Sequence: demonstrate a knowledge of cultural elements in dance presentations of folk and classical repertoires (b)

Music - Develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United

States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

- Intermediate: identify the cultural contexts of a performance or recording and perform (with movement, where culturally appropriate) a varied repertoire of folk, art, and contemporary selections from the basic cultures that represent the peoples of the world (a)
- Intermediate: discuss the current and past cultural, social, and political uses for the music they listen to and perform (c)
- Commencement-General Education: relate well-known musical examples from the 17th century onward with the dominant social and historical events (c)
- Commencement-Major Sequence: in performing ensembles, read and perform repertoire in a culturally authentic manner and use culture-based criteria for assessing performances, their own and others' (b)

Theatre - Gain knowledge about past and present cultures as expressed through theatre. They will interpret how theatre reflects the beliefs, issues, and events of societies past and present.

- Elementary: discuss how classroom theatre activities relate to their lives (c)
- Intermediate: explain how drama/theatre experiences relate to themselves and others (c)
- Commencement-General Education: articulate the societal beliefs, issues and events of specific theatrical productions (c)
- Commencement-Major Sequence: conduct an in-depth investigation of the works of a given culture or playwright (a)

Visual Arts - Explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

- Elementary: look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures (a)

- Intermediate: demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures (a)
- Commencement-General Education: analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey (a)
- Commencement-Major Sequence: explain how cultural values have been expressed in the visual arts, how art works have been used to bring about cultural change and how the art of a culture has been influenced by art works coming from outside that culture (c)

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