

## **INTRODUCTION TO FINE ARTS CURRICULUM STANDARDS TEAM**

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These are the arts supervisors for the two systems who already teach this course as a special course.

## **INTRODUCTION TO FINE ARTS GRADES 9-12**

*Introduction to Fine Arts* is a **one credit** course that is designed to give the high school student an experience in several fine arts areas. By exploring at least three of the four areas of Fine Arts, the students will develop problem-solving and critical-thinking skills, enhance their creativity and perceptual skills, and develop an appreciation for the arts which in turn will reinforce their academic skills.

The dance component will give the students an introduction to the study and performance of dance. It will include exploration in creative movement, improvisation, and various dance techniques.

The music component will strive to develop in the students an appreciation for vocal and instrumental music. Self-expression through creation and performance of music will be an integral part as well as an understanding of the art of music.

The theatre component will have the students study, write, research, critique, create, design, perform, and participate in a variety of theatre-based learning experiences. Appropriate theatre technology and media will also be studied.

The visual arts component will have the students apply various media, techniques, and processes in the areas of art production and will develop their skills to analyze artworks. They will discover how concepts, enduring themes, and societal issues relate to the visual arts.

The student will explore the cultural and historical context of dance, the creative and intrinsic values of music, theatre's significance and influence on society, and how art is an interpretation of the times. The relationships among these arts areas will also be explored through common vocabulary, the study of historical periods, and how the arts singularly and collectively reflect the times both past and present.

## **INTRODUCTION TO FINE ARTS CURRICULUM STANDARDS: DANCE GRADES 9-12**

### **STANDARD 1.0 Elements and Skills**

**Students will identify and demonstrate movement elements and skills in performing dance.**

#### **Course Level Expectations (CLEs)**

The student will

- 1.1 Demonstrate appropriate technique through skeletal and muscular alignment.
- 1.2 Demonstrate appropriate technique through body part articulation.
- 1.3 Demonstrate strength, flexibility, agility, endurance, and coordination.
- 1.4 Identify and demonstrate locomotor and nonlocomotor/axial movements
- 1.5 Demonstrate rhythmic acuity and musicality.
- 1.7 Analyze dance movement according to the basic elements of dance (i.e., space, shape, time, and energy).
- 1.8 Identify and use appropriate dance terminology.
- 1.10 Identify and understand the basic elements of dance performance and production.

#### **Checks for Understanding**

- 1.1 Perform a demi-plié in parallel first, turned out first, parallel second, and turned out second with proper body alignment.  
Balance for an extended period in various positions.
- 1.2 Demonstrate a tendu articulating through the metatarsals.  
Initiate a movement with a specific body part.
- 1.3 Execute the warm-up in its entirety.  
Perform center floor or traveling exercises in proper form.
- 1.4 Perform triplets traveling down the floor.  
Perform twisting and bending in place.
- 1.5 Execute a combination using appropriate counts and proper accents with the musical accompaniment.  
Dance to contrasting tempos and meters.
- 1.7 Create movements properly using space, shape, time, and energy as directed and specified by teacher.
- 1.8 Perform steps, physically, following verbal instructions in dance terminology given by the teacher.  
Identify steps demonstrated using correct terminology.
- 1.10 Assist and/or perform in a dance production.

## **Student Performance Indicators (SPIs)**

The student is able to

- 1.1.1 Demonstrate an awareness of proper alignment from a standing position.
- 1.1.2 Demonstrate proper alignment from a standing position.
- 1.1.3 Apply proper alignment while executing a movement combination.
  
- 1.2.1 Recognize how to perform movement by muscular articulation.
- 1.2.2 Demonstrate muscular articulation in simple movement combinations.
- 1.2.3 Apply muscular articulation while executing movement combinations.
  
- 1.3.1 Demonstrate basic strength, flexibility, agility, endurance, and coordination in simple movements.
- 1.3.2 Demonstrate increased strength, flexibility, agility, endurance, and coordination in a combination of various movements.
- 1.3.3 Apply strength, flexibility, agility, endurance, and coordination in more advanced movement combinations.
  
- 1.4.1 Demonstrate locomotor and nonlocomotor movements.
- 1.4.2 Exhibit basic locomotor and nonlocomotor/axial movements in simple combinations.
- 1.4.3 Perform basic locomotor and nonlocomotor movements in more complex combinations.
  
- 1.5.1 Demonstrate the connection between music and movement.
- 1.5.2 Perform basic movements to musical phrases in various meters and styles.
- 1.5.3 Perform complex movements with a clear musical connection.
  
- 1.7.1 Identify basic terminology of the elements of dance (e.g., space, shape, time, and energy) in a visual presentation.
- 1.7.2 Demonstrate the elements of dance in a teacher-directed movement series.
- 1.7.3 Create a movement phrase incorporating the elements of dance.
  
- 1.8.1 Recognize and verbalize basic dance vocabulary.
- 1.8.2 Define and use basic dance vocabulary.
- 1.8.3 Apply dance vocabulary appropriately in the class/rehearsal setting.
  
- 1.10.1 Recognize the basic elements of a dance production via a live or recorded concert.
- 1.10.2 Apply the basic elements of a dance production as directed by the teacher.
- 1.10.3 Evaluate the use of various elements of a dance production.

## **Standard 2.0 Choreography**

**Students will understand choreographic principles, processes, and structures.**

### **Course Level Expectations (CLEs)**

The student will

- 2.1 Use sensory information to generate movement through improvisation.
- 2.2 Generate and analyze movements with a clear intent, purpose, or structure.
- 2.3 Understand the differences in choreography as relative to specific genres of dance.
- 2.4 Recognize and apply the basic principles and structures of choreography.
- 2.5 Analyze solo and/or group movement studies as they relate to the principles and structures of choreography.

### **Checks for Understanding**

- 2.1 Generate movement using a teacher-directed auditory prompt.
- 2.2 Construct a movement study with a teacher-specified intent, purpose, or structure.  
Discuss and articulate specifically how movement expresses intention in a study.  
Give clear examples of how purpose and structure contribute to the intention in a movement study.
- 2.3 View three pieces of differing choreography and determine their genres (e.g., modern, ballet, jazz, tap, hip-hop, ballroom).  
View two or more pieces of choreography from different genres and articulate their contrasting characteristics.
- 2.4 Define, written or oral, the basic structures of choreography (e.g., AB, ABA, ABAB, canon, variation, retrograde, call and response).  
Demonstrate, physically, an example of selected structures of choreography.  
Define, written or oral, the basic principles of choreography (e.g., intent, form/design, theme, repetition).  
Demonstrate, physically, an example of selected principles of choreography.
- 2.5 View two or more movement studies and determine (in written or oral format) the choreographic structures employed.  
View two or more movement studies and determine (in written or oral format) the choreographic principles employed.

### **Student Performance Indicators (SPIs)**

The student is able to

- 2.1.1 Use basic senses (visual, auditory) to create movement through improvisation.
- 2.1.2 Generate movement phrases from sensory information (e.g., visual, auditory, emotional).
- 2.1.3 Generate advanced movement phrases from sensory information.
- 2.2.1 Identify intention, purpose, or structure in movement.
- 2.2.2 Construct movement phrases with a defined intent, purpose, or structure.
- 2.2.3 Analyze compositions for a defined intent, purpose, or structure.
- 2.3.1 Identify similarities and differences of the genres of dance.

- 2.3.2 Identify similarities and differences of choreography as it relates to the genre.
- 2.3.3 Create movement phrases in a specified genre of dance.
- 2.4.1 Identify the basic structures of choreography (e.g., AB, ABA, ABAB, canon, variation, retrograde, narrative, call and response).
- 2.4.2 Identify the basic principles of choreography (e.g., intent, form/design, theme, repetition).
- 2.4.3 Create movement phrases using the basic principles and structures of choreography.
- 2.5.1 Identify the choreographic structure of a solo and/or group movement study.
- 2.5.2 Identify the choreographic principles of a solo and/or group movement study.
- 2.5.3 Examine the use of choreographic principles and structures in a composition.

### **Standard 3.0 Creativity and Communication**

**Students will understand dance as a way to create and communicate meaning.**

#### **Course Level Expectations (CLEs)**

The student will

- 3.1 Use dance as a medium to develop self-awareness and self-confidence.
- 3.2 Analyze how dance can communicate meaning and broaden perceptions.

#### **Checks for Understanding**

- 3.1 Generate movement which portrays a specific personality trait.  
View and evaluate movement of peers to determine personality trait being depicted.  
Perform movements with the appropriate eye contact, expression, projection, posture, and energy to exhibit self-confidence.
- 3.2 Create a movement to depict a specified idea.

#### **Student Performance Indicators (SPIs)**

The student is able to

- 3.1.1 Identify self-awareness and self-confidence in the dance studio.
- 3.1.2 Demonstrate self-awareness and self-confidence in the dance studio.
- 3.1.3 Create a dance study that exhibits self-awareness and self-confidence.
- 3.2.1 Identify how in idea, thought, and/or feeling communicates meaning through dance.
- 3.2.2 Explore how images, sounds, and sensory experiences convey meaning in dance.

- 3.2.3 Create a dance study that communicates a self-chosen idea, thought, and/or feeling to others.

## **Standard 4.0 Criticism and Analysis**

**Students will apply and demonstrate critical and creative thinking skills in dance.**

### **Course Level Expectations (CLEs)**

The student will

- 4.1 Construct original movement phrases using the elements of dance to solve given problems.
- 4.2 Apply technical critique given in a class/rehearsal setting.
- 4.3 Compare and analyze student and professional performances.

### **Checks for Understanding**

- 4.1 Create a dance in ABA form using selected locomotor and nonlocomotor movement.
- 4.2 Demonstrate a specified technical correction given by the teacher in class/rehearsal.
- 4.3 View two or more works and critique the choreographic structures.  
View two or more works and critique the dancers' performance (technique and artistry).

### **Student Performance Indicators (SPIs)**

The student is able to

- 4.1.1 Discover movement solutions to technical or structural movement problems.
- 4.1.2 Create movement phrases to demonstrate a solution to a specified movement problem.
- 4.1.3 Edit and revise movement phrases to refine solutions to movement problems.
  
- 4.2.1 Apply critique given by teacher to refine technique.
- 4.2.2 Apply critique given by teacher to refine performance.
- 4.2.3 Refine technique and performance using teacher and peer evaluation.
  
- 4.3.1 Identify the elements of a dance critique.
- 4.3.2 Identify the elements of a dance critique and apply to a performance.
- 4.3.3 Compare and contrast student and professional performances.

## **Standard 5.0 Cultural/Historical Contexts**

**Students will demonstrate and understand dance in various cultures and historical periods.**

### **Course Level Expectations (CLEs)**

The student will

- 5.1 Recognize the diversity of dance expression throughout the world.
- 5.2 Understand that dance has its roots in rituals.
- 5.3 Understand the historical background of classical, theatrical, and contemporary forms of dance.
- 5.4 Understand the similarities and differences of various dance genres.

### **Checks for Understanding**

- 5.1 View a selection of cultural/folk dances from around the world and list their characteristics.
- 5.2 Identify historic rituals, and identify and list the purpose of these rituals (e.g., religion, fertility, harvest, hunting).
- 5.3 Create a timeline of the evolution of a specific genre of dance.
- 5.4 Compare two genres of dance and identify their unique characteristics (e.g., modern vs. ballet).

### **Student Performance Indicators (SPIs)**

The student is able to

- 5.1.1 Identify diverse forms of dance throughout the world.
- 5.1.2 Discuss the differences in dance expression throughout the world.
- 5.1.3 Compare and contrast differences in dance expression throughout the world.
  
- 5.2.1 Identify primitive rituals.
- 5.2.2 Identify and define the role dance played in primitive rituals.
- 5.2.3 Compare and contrast the role dance played in historic rituals.
  
- 5.3.1 Discover the origins of classical, theatrical, and contemporary forms of dance.
- 5.3.2 Identify similarities and differences between the origins of classical, theatrical, and contemporary forms of dance.
- 5.3.3 Explore the effects history had upon the development of classical, theatrical, and contemporary forms of dance.
  
- 5.4.1 Identify the different genres of dance.
- 5.4.2 Discuss similarities and differences of genres of dance.
- 5.4.3 Interpret characteristics of different genres of dance.

## **Content Standard 6.0 Health**

**Students will make connections between dance and healthful living.**

### **Course Level Expectations (CLEs)**

The student will

- 6.1 Discuss how healthful/unhealthful living choices affect the dancer.
- 6.2 Understand how anatomy, physiology, and kinesiology relate to dance.
- 6.3 Employ proper safety measures in the studio and theatre.

### **Checks for Understanding**

- 6.1 Design a presentation depicting health “DO’s and DON’Ts” for dancers.
- 6.2 Identify specified muscles and skeletal structures used in specific dance techniques.
- 6.3 Design a guide listing and defining studio and theatre safety measures.

### **Student Performance Indicators (SPIs)**

The student is able to

- 6.1.1 Identify healthful living choices.
- 6.1.2 Describe ways in which dance promotes health and well being.
- 6.1.3 Discuss the affect of healthful living choices on dance performance.
  
- 6.2.1 Define selected principles of anatomy, physiology, and kinesiology related to dance.
- 6.2.2 Identify selected principles of anatomy, physiology, and kinesiology related to dance.
- 6.2.3 Apply selected principles of anatomy, physiology, and kinesiology to dance.
  
- 6.3.1 Identify important safety measures that should be taken in the dance studio and theatre.
- 6.3.2 Discuss the importance of safety measures in the dance studio and theatre.
- 6.3.3 Employ proper safety measures in the studio and theatre.

**INTRODUCTION TO FINE ARTS CURRICULUM STANDARDS: MUSIC  
GRADES 9-12**

**Standard 1.0 Singing**

**Students will sing, alone and with others, a varied repertoire of music.**

**Course Level Expectations (CLEs)**

The student will

- 1.1 Demonstrate the ability to sing, in an ensemble, with an understanding of pitch, rhythm, and dynamics.

**Checks for Understanding**

- 1.1 Sing a given melody or harmonizing part, in a small group, with rhythmic accuracy.  
Sing a given melody or harmonizing part, in a small group, maintaining pitch accuracy.  
Sing a given melody or harmonizing part, in a small group, with musical expression.

**Student Performance Indicators (SPIs)**

The student is able to

- 1.1.1 Sing, in an ensemble, with rhythmic accuracy.
- 1.1.2 Sing, in an ensemble, with pitch and rhythmic accuracy.
- 1.1.3 Sing, in an ensemble, with musical expression and technical accuracy.

**Standard 2.0 Playing Instruments**

**Students will perform on instruments, alone and with others, a varied repertoire of music.**

**Course Level Expectations (CLEs)**

The student will

- 2.1 Demonstrate the ability to perform instrumental music, in an ensemble, with an understanding of pitch, rhythm, and dynamics.

### **Checks for Understanding**

- 2.1 Play a given melody or harmonizing part, in a small group, with rhythmic accuracy.  
Play a given melody or harmonizing part, in a small group, with pitch accuracy.  
Play a given melody, in a small group, with musical expression.

### **Student Performance Indicators (SPIs)**

The student is able to

- 2.1.1 Perform an instrumental part, in an ensemble, with pitch accuracy.
- 2.1.2 Perform an instrumental part, in an ensemble, with pitch and rhythmic accuracy.
- 2.1.3 Perform an instrumental part, in an ensemble, with musical expression and technical accuracy.

### **Standard 5.0 Reading and Notating**

**Students will read and notate music.**

### **Course Level Expectations (CLEs)**

The student will

- 5.1 Demonstrate an understanding of notation including rhythm, melody, harmony, and dynamics.

### **Checks for Understanding**

- 5.1 Read treble and bass clef notes.  
Read basic rhythmic values from whole to sixteenth notes and rests.  
Read dynamic symbols from *ff* to *pp*.  
Read basic intervals  
Read whole and half steps.  
Read common tempo markings.

### **Student Performance Indicators (SPIs)**

The student is able to

- 5.1.1 Explore notated examples that include rhythm, pitch, melody, dynamics, and harmony.
- 5.1.2 Identify components of notated examples including rhythm, pitch, melody, dynamics, and harmony.
- 5.1.3 Interpret notated examples including rhythm, pitch, melody, dynamics, and harmony.

## **Standard 6.0 Listening and Analyzing**

**Students will listen to, analyze, and describe music.**

### **Course Level Expectations (CLEs)**

The student will

- 6.1 Demonstrate knowledge of music vocabulary.
- 6.2 Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.
- 6.3 Compare and contrast compositional devices and techniques between two musical works.

### **Checks for Understanding**

- 6.1 Define and discuss terminology used to describe music.
- 6.2 Listen to and list the similarities between music of two diverse genres.
- 6.3 Analyze and discuss the similarities and differences between two compositions within the same period of music history.

### **Student Performance Indicators (SPIs)**

The student is able to

- 6.1.1 Identify the vocabulary used to describe music.
- 6.1.2 Define the vocabulary used to describe music.
- 6.1.3 Demonstrate an understanding of the music vocabulary used in selected literature.
- 6.2.1 Describe an aural musical example using music vocabulary.
- 6.2.2 Analyze two or more aural musical examples of different styles using music vocabulary and describe the characteristics that make each unique.
- 6.2.3 Analyze two or more aural musical examples of different cultures using music vocabulary and describe the characteristics that make each unique.
- 6.3.1 Describe similarities between two musical examples using music vocabulary.
- 6.3.2 Describe differences between two musical examples using music vocabulary.
- 6.3.3 Compare and contrast the compositional devices in two or more musical examples.

## **Standard 8.0 Interdisciplinary Connections**

**Students will understand relationships between music, the other arts, and disciplines outside the arts.**

### **Course Level Expectations (CLEs)**

The student will

- 8.1 Compare stylistic characteristics of two or more arts within a particular historical period.
- 8.2 Explore the relationship between the arts and other academic disciplines.

### **Checks for Understanding**

- 8.1 Compare a musical work to another art work (i.e., dance, theatre, or visual art) within the same historical period.
- 8.2 Identify the relationship of music to another academic discipline (e.g., science, history, language arts, world languages).

### **Student Performance Indicators (SPIs)**

The student is able to

- 8.1.1 Compare characteristics of music and those of another art discipline within a given historical period.
- 8.1.2 Compare styles of music and those of another art discipline within a given historical period.
- 8.1.3 Compare and contrast styles of music and those of another art discipline within a given historical period.
  
- 8.2.1 Recognize the similarities between an academic discipline outside the arts and those of music.
- 8.2.2 Recognize the differences between an academic discipline outside the arts and those of music.
- 8.2.3 Demonstrate (written or oral) the relationship between an academic discipline outside the arts and music.

## **Standard 9.0 Historical and Cultural Relationships**

**Students will understand music in relation to history and culture.**

### **Course Level Expectations (CLEs)**

The student will

- 9.1 Distinguish characteristics of representative music genres and styles from a variety of historical periods.
- 9.2 Distinguish characteristics of representative music genres and styles from a variety of cultures.
- 9.3 Examine the evolution of American musical genres.

### **Checks for Understanding:**

- 9.1 Present a timeline consisting of musical and historical events related to periods studied.
- 9.2 Compare the use of elements of music in different cultures studied.
- 9.3 Present a historical overview using various representational techniques (e.g., mappings, drawings, diagrams) of a given American music genre.

### **Student Performance Indicators (SPIs)**

The student is able to

- 9.1.1 Identify the characteristics of representative music genres and styles from two or more historical periods.
- 9.1.2 Compare representative music genres and styles from two or more historical periods.
- 9.1.3 Compare and contrast the characteristics of representative music genres from two or more historical periods.
  
- 9.2.1 Identify the characteristics of representative music genres and styles from two or more cultures.
- 9.2.2 Compare representative music genres and styles from two or more cultures.
- 9.2.3 Compare and contrast the characteristics of representative music genres from two or more cultures.
  
- 9.3.1 Explore the sources and development of an American music genre and correlate with well-known performers associated with that genre.
- 9.3.2 Explore the sources and development of two American music genres and correlate with well-known performers associated with the two genres.
- 9.3.3 Explore the sources and development of three American music genres and correlate with well-known performers associated with those genres.

## **INTRODUCTION TO FINE ARTS CURRICULUM STANDARDS: THEATRE GRADES 9-12**

### **Standard 1.0 Script Writing**

**Students will write scripts through improvising, drafting, and refining scripts based on experience and heritage, imagination, literature, and history.**

### **Course Level Expectations (CLEs)**

The student will

- 1.1 Understand the principles of script writing including dramatic structure and conflict.
- 1.4 Make specific language choices during the script writing process that lead to character development and reveal subtext.

### **Checks for Understanding**

- 1.1 Identify dramatic structure within a scene.  
Create an outline for an original scene that identifies dramatic structure.  
Write a scene and/or short play incorporating dramatic structure.
- 1.4 Identify and use examples of vernacular language.  
Identify examples of subtext and explain its importance to dramatic literature.  
Discuss examples of complex characters in existing dramatic literature.  
Write a short scene incorporating vernacular language, subtext, and/or complex characters.

### **Student Performance Indicators (SPIs)**

The student is able to

- 1.1.1 Compose, collaboratively, an original scene that incorporates dramatic structure.
- 1.1.2 Compose, collaboratively, an original scene that incorporates dramatic structure and characterization.
- 1.1.3 Compose, collaboratively, a short play that incorporates dramatic structure and characterization.
- 1.4.1 Create a short dialogue incorporating vernacular language.
- 1.4.2 Create a short dialogue focusing on the use of subtext.
- 1.4.3 Create a scene with complex characters.

## **Standard 2.0 Character Acting**

**Students will act by developing, communicating, and sustaining characters in improvisations in informal or formal productions.**

### **Course Level Expectations (CLEs)**

The student will

- 2.1 Use improvisational skills and techniques in creating a character.
- 2.2 Develop skills of character analysis using a variety of techniques.

### **Checks for Understanding**

- 2.1 Identify basic rules of improvisation.  
Apply the rules of improvisation by participating in theatre games.  
Use improvisation to create vocal and physical elements of characterization.
- 2.2 Develop a character history using a teacher-given questionnaire.  
Identify ways in which vocal techniques are used to develop a character.  
Identify ways in which physical techniques are used to develop a character.  
Perform various vocal and/or physical warm-ups.  
Perform a scene incorporating a fully developed character.

### **Student Performance Indicators (SPIs)**

The student is able to

- 2.1.1 Understand and apply the basic rules of improvisation.
- 2.1.2 Perform a short improvised scene.
- 2.1.3 Perform a character-driven improvised scene.
- 2.2.1 Write a brief character history.
- 2.2.2 Use vocal techniques such as inflection, pause, rate, and pitch to more fully develop the character.
- 2.2.3 Use physical techniques such as posture, movement, gestures, and facial expressions to more fully develop the character.

## **Standard 3.0 Scene Design**

**Students will design and produce by conceptualizing and realizing artistic interpretations for informal and formal productions.**

### **Course Level Expectations (CLEs)**

The student will

- 3.1 Understand and use terminology, processes, and safety protocol associated with technical theatre.

3.2 Understand and use various design elements.

### **Checks for Understanding**

- 3.1 Discuss basic technical theatre vocabulary.  
Identify safety protocol associated with theatre.  
Identify the processes involved in operating technical equipment.
- 3.2 Identify theatrical design elements.  
Create a ground plan.  
Identify the responsibilities of various theatrical designers.

### **Student Performance Indicators (SPIs)**

The student is able to

- 3.1.1 Understand and use basic technical theatre vocabulary.
- 3.1.2 Understand and demonstrate safety protocol associated with theatre.
- 3.1.3 Demonstrate the ability to operate technical equipment, such as fly rail, sound board, light board, and spotlights.
- 3.2.1 Demonstrate a basic knowledge of design in scenery, costuming, sound, lighting, props, and makeup.
- 3.2.2 Design a costume and/or makeup plot for a scene.
- 3.2.3 Create a scenic design.

### **Standard 4.0 Directing**

**Students will direct by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions.**

### **Course Level Expectations (CLEs)**

The students will

- 4.1 Understand the role and responsibilities of the director.
- 4.2 Explore and resolve theatrical production challenges.

### **Checks for Understanding**

- 4.1 Identify and discuss the role and responsibilities of the director.  
Compare various directorial choices for a scene, one-act play, and/or full-length production.
- 4.2 Identify stages of the rehearsal process.  
Make directorial choices based on a teacher-given scene.

Define, view, and identify the production concept of a play.

### **Student Performance Indicators (SPIs)**

The student is able to

- 4.1.1 Demonstrate knowledge of the role and responsibilities of the director.
- 4.1.2 Perform the role of a director by casting and staging a scene for performance.
- 4.1.3 Observe and critique the directorial choices of a full-length production.
  
- 4.2.1 Demonstrate knowledge of the rehearsal process.
- 4.2.2 Create a rehearsal schedule for a play.
- 4.2.3 Direct a scene using a variety of teacher-given production parameters (e.g., space, budget, time).

### **Standard 5.0 Research**

**Students will research by evaluating and synthesizing cultural and historical information to support artistic choices.**

### **Course Level Expectations (CLEs)**

The students will

- 5.1 Understand, compare, and contrast various genres and periods of dramatic literature.
- 5.2 Discover and explore the contribution of various cultures in the development of theatre.

### **Checks for Understanding**

- 5.1 Identify various genres and historical periods of theatre.  
Compare and contrast various genres and historical periods of theatre.  
Discuss the different acting techniques associated with various genres and historical periods of theatre.
  
- 5.2 Identify and discuss ways that various cultures contribute to the development of theatre.

### **Student Performance Indicators (SPIs)**

The student is able to

- 5.1.1 Demonstrate an understanding of various genres and historical periods of theatre.
- 5.1.2 Perform a scene from a published work in a specified genre or from a given historical period.

- 5.1.3 Write and perform an original scene in a specified genre or in the style of a given historical period.
- 5.2.1 Demonstrate an understanding of how the Greeks contributed to the origins of theatre.
- 5.2.2 Perform a scene from the commedia dell'arte canon.
- 5.2.3 Research, select, and perform a scene from a period play or given culture.

## **Standards 6.0 Theatrical Presentation**

**Students will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.**

### **Course Level Expectations (CLEs)**

The student will

- 6.1 Examine theatre as a synthesis of all the arts.
- 6.2 Integrate the knowledge of the evolution of art forms into the creation of dramatic productions.

### **Checks for Understanding**

- 6.1 Define underscoring.  
Identify the purpose of underscoring a scene with music.  
Identify the elements of musical theater.  
Discuss the canon of the major musical theatre composers and their best known works.
- 6.2 Demonstrate an understanding of plot, theme, and characters using a teacher-given classic piece of dramatic literature.

### **Student Performance Indicators (SPIs)**

The student is able to

- 6.1.1 Select music to underscore a performance.
- 6.1.2 Develop a scene based on a work of art.
- 6.1.3 Develop a scene that incorporates simple dance steps or unified movement.
- 6.2.1 Compare and contrast a classic piece of dramatic literature with its contemporary counterpart (e.g., *Romeo and Juliet* and *West Side Story*).
- 6.2.2 Modernize and perform classic piece of dramatic literature.
- 6.2.3 Perform a scene that incorporates another art form.

## **Standard 7.0 Scene Comprehension**

**Students will analyze, critique, and construct meanings from informal and formal theatre, film, television, and electronic media productions.**

### **Course Level Expectations (CLEs)**

The student will

- 7.1 Respond to a variety of live and recorded performances.
- 7.2 Understand the role of the audience in live and recorded performances.

### **Checks for Understanding**

- 7.1 Discuss the components of constructive criticism.  
Discuss examples of effective critiques.
- 7.2 Identify the rules of audience etiquette for live and/or recorded performances.  
Identify the components of a curtain speech.

### **Student Performance Indicators (SPIs)**

The student is able to

- 7.1.1 Critique a live or recorded performance using a teacher-provided guide.
- 7.1.2 Write a short critique of a live or recorded performance.
- 7.1.3 Write a review in a journalistic style of a live or recorded production.
- 7.2.1 Understand and demonstrate rules of theatre etiquette for both live and recorded productions.
- 7.2.2 Write a curtain speech for a production.
- 7.2.3 Compare and contrast audience behavior throughout history.

## **Standard 8.0 Context**

**Students will understand context by analyzing the role of theatre, film, television, and electronic media in the past and the present.**

### **Course Level Expectations (CLEs)**

The student will

- 8.1 Understand the historical significance of theatre, film, television, and/or electronic media.
- 8.2 Understand the relationship between theatre, film, television, and/or electronic media and society.

## **Checks for Understanding**

- 8.1 Discuss the history of theatre, film, and/or television.  
Identify the technological advances used in theatre, film, and/or television.
- 8.2 Discuss the impact of history on theatre, film, and/or television.  
Discuss examples of the relationship between theatre, film, and/or television and society.

## **Student Performance Indicators (SPIs)**

The student is able to

- 8.1.1 Describe how the Greeks and Romans contributed to the origin of theatre.
- 8.1.2 Demonstrate an understanding of contributions to theatre from given historical periods.
- 8.1.3 Demonstrate an understanding of the evolution of live to recorded performance.
- 8.2.1 Discuss the role of theatre in Greek and Roman cultures.
- 8.2.2 Demonstrate an understanding of the role of theatre throughout history.
- 8.2.3 Demonstrate an understanding of the relationship between film and television and historical events.

# **INTRODUCTION TO FINE ARTS CURRICULUM STANDARDS: VISUAL ART GRADES 9-12**

## **Standard 1.0 Media, Techniques and Processes**

**Students will understand and apply media, techniques, and processes.**

### **Course Level Expectations (CLE's)**

The student will

- 1.1 Demonstrate the use of knowledge and technical skills in at least one specific medium.
- 1.2 Demonstrate an understanding of the safe and responsible use of art media and tools.
- 1.3 Create visual art that communicates ideas through the use of media, techniques, and processes.

### **Checks for Understanding**

Formative

- 1.1 Identify the properties of media used in drawing, painting, and/or sculpture.  
Define and use vocabulary appropriate to media or process.  
List and discuss processes used in drawing, painting, and/or sculpture.
- 1.2 Recognize, use, and care for art media and tools in a safe and responsible manner.
- 1.3 Select appropriate media, techniques, and processes to communicate the idea for a work of art.

Summative

- 1.1 Demonstrate proficiency in the use of media, techniques, technologies, and processes.
- 1.2 Use media and tools safely.
- 1.3 Apply media, techniques, and processes to communicate conceptual ideas in a work of art.

### **Student Performance Indicators (SPI's)**

The student is able to

- 1.1.1 Employ different types of media, techniques, and processes used to create various art forms.
- 1.1.2 Analyze and employ different types of media, techniques, and processes used to create various art forms.
- 1.1.3 Refine skills in the use of media, techniques, and processes to create art forms in a specific medium.

- 1.2.1 Identify the use of media and tools in a safe and responsible manner.
- 1.2.2 Demonstrate the use of media and tools in a safe and responsible manner.
- 1.2.3 Analyze and use media and tools in a safe and responsible manner.
  
- 1.3.1 Recognize the relationship between various media, techniques, and processes, and their effects when used to communicate specific ideas in a work of art.
- 1.3.2 Identify media, techniques, and processes needed to communicate a specific idea in a work of art.
- 1.3.3 Determine appropriate media, techniques, and processes and create a work of art to communicate a specific idea.

## **Standard 2.0 Structures and Functions**

**Students will use knowledge of both structures and functions.**

### **Course Level Expectations (CLE's)**

The student will

- 2.1 Demonstrate an understanding of the elements of art and the principles of design.
- 2.2 Critique organizational components (structures) and expressive qualities (functions) of a work of art.

### **Checks for Understanding**

Formative

- 2.1 Identify the elements of art and the principles of design (e.g., name, define, and/or apply one or more of the elements and/or principles).
- 2.2 Identify the steps of critique (i.e., describe, analyze, interpret, judge).

Summative

- 2.1 Implement the use of the elements of art and the principles of design (e.g., language usage, art production)
- 2.2 Critique the use of structures and functions in a work of art, written and/or verbal (i.e., formal or informal).

### **Student Performance Indicators (SPI's)**

The student is able to

- 2.1.1 Identify how the elements of art and the principles of design solve a visual art problem.
- 2.1.2 Evaluate the use of the elements of art and the principles of design in solving a visual art problem.
- 2.1.3 Plan the use of the elements of art and the principles of design to solve a visual art problem.

- 2.2.1 Identify and define the steps of critique (i.e., describe, analyze, interpret, judge).
- 2.2.2 Discuss, with the steps of critique, the use of structures and functions in a work of art.
- 2.2.3 Analyze and present a work of art using the steps of critique to view the use of structures and functions in the work.

### **Standard 3.0 Evaluation**

**Students will choose and evaluate a range of subject matter, symbols, and ideas.**

#### **Course Level Expectations (CLE's)**

The student will

- 3.1 Demonstrate an understanding of symbols and their origins.
- 3.2 Evaluate subject matter that reflects personal experiences and environments.
- 3.3 Analyze selected ideas in a work of art.

#### **Checks for Understanding**

Formative

- 3.1 Identify symbols and their origins (verbal, written, and/or production).
- 3.2 Discuss/communicate why subject matter has personal meaning.
- 3.3 Discuss the selection of ideas in a work of art (e.g., subjects/themes, aesthetic theories, media choices).

Summative

- 3.1 Incorporate symbols and their origins appropriately (verbal, written, and/or production).
- 3.2 Demonstrate how subject matter has appropriate personal meaning (verbal, written, and/or production).
- 3.3 Communicate the selection of ideas (e.g., subjects/themes, aesthetic theories, media choices) in a work of art.

#### **Student Performance Indicators (SPI's)**

The student is able to

- 3.1.1 Recognize common symbols and their meanings.
- 3.1.2 Choose and apply subject matter and symbols to communicate an idea.
- 3.1.3 Analyze the origin and significance of subject matter, symbols, and/or ideas in a work of art.
  
- 3.2.1 Identify images that reflect personal experiences and environments.
- 3.2.2 Interpret personal sources of subject matter in a work of art.
- 3.2.3 Compare personal sources of subject matter in works of art.

- 3.3.1 Explore selected subjects, symbols, and ideas for a work of art.
- 3.3.2 Recognize that subjects, symbols, and ideas are used to communicate meaning in a work of art.
- 3.3.3 Choose and apply subject matter, symbols, and ideas to communicate meaning in a work of art.

## **Standard 4.0 Historical and Cultural Relationships**

**Students will understand the visual arts in relation to history and cultures.**

### **Course Level Expectations (CLE's)**

The student will

- 4.1 Demonstrate an understanding of how historical and contemporary works of art reflect and influence societies and cultures.
- 4.2 Describe the function and explore the meaning of specific art objects within varied cultures, times, and places.

### **Checks for Understanding**

Formative

- 4.1 Communicate how historical and contemporary works of art reflect and influence societies and cultures.
- 4.2 Identify the functions and meanings of specific art objects within varied cultures, times, and places (verbal, written, and/or production).

Summative

- 4.1 Apply knowledge of history and cultural influences in the production of an artwork, document, and/or presentation.
- 4.2 Present the functions and meaning of specific art objects within varied cultures, times, and places (verbal, written, and/or production).

### **Student Performance Indicators (SPI's)**

The student is able to

- 4.1.1 Recognize how historical and contemporary works of art reflect and influence societies and cultures.
- 4.1.2 Compare the characteristics of historical and contemporary works of art and how they reflect and influence societies and cultures.
- 4.1.3 Research how historical and contemporary works of art reflect and influence societies and cultures.
- 4.2.1 Examine the functions and explore the meaning of specific works of art within varied cultures, times, and places

- 4.2.2 Compare the characteristics and purposes of works of art from a variety of cultures, times, and places.
- 4.2.3 Evaluate the functions and meaning of specific art objects across various cultures and times.

## **Standard 5.0 Reflecting and Assessing**

**Students will reflect upon and assess the characteristics and merits of their work and the work of others.**

### **Course Level Expectations (CLE's)**

The student will

- 5.1 Reflect on the characteristics and merits of their work and the work of others.
- 5.2 Evaluate artworks in order to understand various interpretations.
- 5.3 Assess artworks and their meanings by using a variety of criteria and techniques.

### **Checks for Understanding**

Formative

- 5.1 Identify characteristics and merits in a work of art.
- 5.2 Identify the meaning in a work of art.
- 5.3 Discuss the meaning of a work of art using a variety of criteria and techniques.

Summative

- 5.1 Evaluate the characteristics and merits in a work of art.
- 5.2 Evaluate various interpretations of a work of art.
- 5.3 Compare artworks and their meanings using a variety of criteria and techniques.

### **State Performance Indicators (SPI's)**

The student is able to

- 5.1.1 Describe the characteristics and merits of their work and the work of others.
- 5.1.2 Interpret the characteristics and merits of their work and the work of others.
- 5.1.3 Analyze the characteristics and merits of their work and the work of others.
  
- 5.2.1 Identify the meaning of a work of art.
- 5.2.2 Identify various interpretations of a work of art.
- 5.2.3 Compare various interpretations of a work of art.
  
- 5.3.1 Use appropriate vocabulary to assess the meaning of a work of art.
- 5.3.2 Apply steps of criticism when identifying meaning in a work of art.
- 5.3.3 Interpret the meaning of a work of art through a variety of criteria and techniques.

## **Standard 6.0 Interdisciplinary Connections**

**Students will make connections between visual arts and other disciplines.**

### **Course Level Expectations (CLE's)**

The student will

- 6.1 Examine the correlation of materials, technologies, processes, and terminology used in visual art with those used in other disciplines.
- 6.2 Integrate ideas, issues, and themes in the visual arts and other disciplines.

### **Checks for Understanding**

Formative

- 6.1 Identify materials, technologies, processes, and/or terminology used in the visual arts and other disciplines.
- 6.2 Describe ideas, issues and/or themes in the visual arts as they relate to other disciplines.

Summative

- 6.1 Demonstrate how materials, technologies, processes, and/or terminology from other disciplines are used in a work of art.
- 6.2 Create a work of art using ideas, issues, and/or themes from other disciplines.

### **Student Performance Indicators (SPI's)**

The student is able to

- 6.1.1 Identify materials, technology, processes, and terminology used in visual art and in other disciplines.
- 6.1.2 Compare the use of technologies, media, and processes of visual art with those of other disciplines.
- 6.1.3 Integrate the use of technologies, media, and processes of visual art with those of another discipline.
- 6.2.1 Identify concepts that are common to visual art and other disciplines.
- 6.2.2 Compare the use of common concepts in visual art and in other disciplines.
- 6.2.3 Analyze concepts that are common to visual art and other disciplines.