**VISUAL & PERFORMING ARTS**

From the Maine Learning Results.

***Dance***

| **Dance** |  |
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| **Terminology** | Students apply accumulated knowledge of dance composition, dynamics, and terminology to describe and perform dances with greater complexity and variation |
| **Space** | Students apply space concepts in an original repeatable, choreographed piece. |
| **Time** | Students identify and move to rhythms of various genres. |
| **Energy** | Students incorporate energy qualities into a choreographed piece as a solo, small group, or ensemble. |
| **Locomotor and Non-locomotor Movement** | Students integrate and demonstrate the technical skills of skeletal alignment, body-part isolation, strength, flexibility, agility, and coordination. |
| **Compositional Forms** | Students replicate dance composition forms and themes, including narrative, canon, call and response, ab, aba, rondo, retrograde, palindrome, and theme and variation. |
| **Communication** | Students create an original piece of choreography using the elements of dance.   1. Improvise new movements. 2. Manipulate learned movements. |
| **Sequencing** | Students create both solo and ensemble dance works accurately producing an original or pre-existing complex movement sequence with rhythmic acuity. |
| **Solving Challenges** | Students solve increasingly complex movement challenges involving several dance concepts with one or more partners. |
| **Technical Aspects** | Students include and explain costume, light, and sound changes in a piece of choreography. |
| **Application of Creative Process** | Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. |
| **Aesthetics and Criticism** | Students analyze and evaluate art forms.   * 1. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.   2. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.   3. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.   4. Research and explain how art and artists reflect and shape their time and culture. |
| **The Arts & History & World Cultures** | Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. |
| **The Arts & Other Disciplines** | Students analyze skills and concepts that are similar across disciplines. |
| **Goal-Setting** | Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. |
| **Impact of the Arts on Lifestyle & Career** | Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. |
| **Interpersonal Skills** | Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.   * 1. Getting along with others   2. Respecting differences   3. Working as a team/ensemble   4. Managing conflict   5. Accepting/giving/using constructive feedback   6. Accepting responsibility for personal behavior.   7. Demonstrating ethical behavior   8. Following established rules/etiquette for observing/listening to art   9. Demonstrating safe behavior |

***Music***

| **Music** |  |
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| **Music Difficulty** | Students perform music that requires well-developed [technical skills](http://artsedge.kennedy-center.org/popups/glossary.cfm%2522%2520%255Cl%2520%2522technical-skills%23technical-skills), attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys while modeling proper posture and technique, alone or with others. |
| **Notation and Terminology** | Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden dynamic contrasts. |
| **Listening & Describing** | Students listen to, analyze, and evaluate music using their understanding of pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter. |
| **Style/Genre** | Students perform music of various styles and genres that requires well-developed [technical skills](http://artsedge.kennedy-center.org/popups/glossary.cfm%2522%2520%255Cl%2520%2522technical-skills%23technical-skills), attention to phrasing and interpretation and various meters and rhythms in a variety of keys, accurately applying the accumulated knowledge and skills of: proper posture and technique; musical notation; symbols; and terminology. |
| **Composition** | Students analyze and evaluate musical ideas expressed in their own compositions or the compositions of others. |
| **Application of Creative Process** | Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. |
| **Aesthetics & Criticism** | Students analyze and evaluate art forms.   * 1. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.   2. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.   3. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.   4. Research and explain how art and artists reflect and shape their time and culture. |
| **The Arts & Other Disciplines** | Students analyze skills and concepts that are similar across disciplines. |
| **Goal Setting** | Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. |
| **The Arts & History & World Cultures** | Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. |
| **Terminology** | Students identify and define the parts of the stage, and identify and describe the crisis, resolution, and theme of the play. |
| **Production** | Students fulfill at least one technical role from pre-show through strike.   * 1. Apply technical knowledge and skills to collaboratively and safely create and use theatre props, costumes, makeup, and stage pieces.   2. Direct or stage-manage a scene or full production.   3. Develop specific light and sound cues and use them in scene development.   4. Participate in the audition process. |
| **Impact of Arts on Lifestyle & Career** | Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. |
| **Interpersonal Skills** | Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.   * 1. Getting along with others   2. Respecting differences   3. Working as a team/ensemble   4. Managing conflict   5. Accepting/giving/using constructive feedback   6. Accepting responsibility for personal behavior.   7. Demonstrating ethical behavior   8. Following established rules/etiquette for observing/listening to art   9. Demonstrating safe behavior |

***Visual Arts***

| **Visual Arts** |  |
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| **Artist’s Purpose** | Students research and explain how art and artists reflect and influence culture and periods of time. |
| **Elements of Art and Principles of Design** | Students evaluate all the features of composition.   * 1. Evaluate Elements of Art: color, form, line, shape, space, texture, and value.   2. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity. |
| **Media, Tools, Techniques, and Processes** | Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. |
| **Media Skills** | Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. |
| **Composition Skills** | Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. |
| **Making Meaning** | Students create a body of original art work.   1. Demonstrate sophisticated use of media, tools, techniques, and processes. 2. Demonstrate knowledge of visual art concepts. 3. Communicate a variety of ideas, feelings, and meanings. |
| **Exhibition** | Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. |
| **Application of Creative Process** | Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. |
| **Aesthetics and Criticism** | Students analyze and evaluate art forms.   * 1. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.   2. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.   3. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.   4. Research and explain how art and artists reflect and shape their time and culture. |
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***Theater***

| **Theater** |  |
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| **Terminology** | Students identify and define the parts of the stage, and identify and describe the crisis, resolution, and theme of the play. |
| **Production** | Students fulfill at least one technical role from pre-show through strike.   1. Apply technical knowledge and skills to collaboratively and safely create and use theatre props, costumes, makeup, and stage pieces. 2. Direct or stage-manage a scene or full production. 3. Develop specific light and sound cues and use them in scene development. 4. Participate in the audition process. |
| **Movement** | Students refine gesture and stage business in the portrayal of a role. |
| **Character** | Students demonstrate development of a character’s attitude and point of view using voice timing, voice tone/level, and physicality to communicate ideas, moods, intentions, and/or feelings. |
| **Improvisation** | Students improvise through theatre games or productions to address unforeseen circumstances. |
| **Application of Creative Process** | Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. |
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