

# Grades 9, 10, 11, 12

Adopted 1998

## Elements and Skills

### **Students will identify and perform movement elements and dance skills.**

demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination in locomotor and nonlocomotor movements with consistency and reliability;

identify and perform basic dance steps, positions and patterns for dance from two different styles or traditions, demonstrating clarity and stylistic accuracy;

use spatial awareness to heighten artistic expression;

demonstrate rhythmic acuity and musicality;

create and perform combinations and variations in a broad dynamic range;

perform dances confidently, communicating the artistic intention of the choreographer;

memorize and perform a varied repertoire of dances; and

describe the characteristics of a particular choreographer's movement vocabulary.

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## Choreography

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

use effectively a range of choreographic processes;

choreograph dances which effectively demonstrate a range of choreographic principles;

demonstrate understanding of structures or forms (such as theme and variation, rondo, round, structured improvisation and chance) through brief dance studies;

choreograph duets and small-group dances demonstrating an understanding of choreographic principles, processes and structures both in collaborative groups and as choreographer/director;

develop an idea independently from initial inception through to presentation for an audience; and

describe how a choreographer manipulated and developed the basic movement content in a dance.

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## Meaning

### **Students will understand how dance creates and communicates meaning.**

formulate and answer questions about how movement choices communicate abstract ideas in dance;

examine the ways in which a dance creates and conveys meaning by considering the dance from different cultural perspectives;

compare and contrast how meaning is communicated in two of their own dances; and

create a dance that effectively communicates a contemporary social theme or a topic of personal significance.

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## Thinking Skills

### **Students will apply analytical and evaluative thinking skills in dance.**

create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions;

establish a set of artistic criteria and apply it in evaluating their own work and that of others;

compare the work of two contrasting choreographers using a given set of artistic criteria;

analyze the style of a choreographer or cultural form, then create a dance study in that style and evaluate the results in discussion with peers; and

formulate and answer their own aesthetic questions (such as: What is it that makes a particular dance that dance? What makes a successful dance successful?).

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## History And Cultures

### **Students will demonstrate an understanding of dance in various cultures and historical periods.**

perform or discuss the traditions and technique of a classical dance form;

perform and describe similarities and differences between two contemporary theatrical forms of dance or two folk dance forms;

create a time line illustrating important dance events in the 20th century;

analyze historical and cultural images of the body in dance and compare these to contemporary images; and

create and answer questions about dance and dancers prior to the 20th century.

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## Healthful Living

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

reflect upon their own progress and personal growth during their study of dance;

create and demonstrate movement sequences which stretch and strengthen the main muscle groups;

analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media; and

effectively communicate how lifestyle choices affect the dancer.

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## Connections

### **Students will make connections between dance, other disciplines and daily life.**

create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines;

identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements and ways of communicating meaning; and

create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation).

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## Vocal

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

sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 4, on a scale of 1 to 6, including some songs performed from memory;

sing ensemble music for up to four parts, with and without accompaniment; and demonstrate well-developed ensemble skills.

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## Instrumental

### **Students will play, alone and with others, a varied repertoire of instrumental music.**

perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6

perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills; and

perform in small ensembles with one student on a part.

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## Improvisation

### **Students will improvise melodies, variations and accompaniments.**

improvise stylistically appropriate harmonizing parts;

improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys; and

improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.

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## Composition

### **Students will compose and arrange music.**

compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect;

arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music; and

compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional use of the sound sources.

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**Notation****Students will read and notate music.**

demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used; and

sight-read, accurately and expressively, music with a difficulty level of 3, on a scale of 1 to 6.

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

analyze aural examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of music elements and expressive devices;

demonstrate extensive knowledge of the technical vocabulary of music; and

identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.

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**Evaluation****Students will evaluate music and music performances.**

evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music; and

evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

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**Connections****Students will make connections between music, other disciplines and daily life.**

explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts, and cite examples;

compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures;

explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated; and

apply music skills and understandings to solve problems relevant to a variety of careers.

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

classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music, and explain the reasoning behind their classifications;

identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them; and

identify various roles musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances.

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<b>Creating</b>	<p><b>Students will create theatre through improvising, writing and refining scripts.</b></p> <p>construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.</p> <hr/>
<b>Acting</b>	<p><b>Students will act by developing, communicating and sustaining characters.</b></p> <p>analyze the physical, emotional and social dimensions of characters found in dramatic texts from various genres and media;</p> <p>compare and demonstrate acting techniques and methods from a variety of periods and styles; and</p> <p>in an ensemble, create and sustain characters.</p> <hr/>
<b>Technical Production</b>	<p><b>Students will design and produce the technical elements of theatre through artistic interpretation and execution.</b></p> <p>explain the physical and chemical properties of the technical aspects of theatre, such as light, color, electricity, paint and makeup;</p> <p>analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements;</p> <p>develop designs that use visual and aural elements to convey environments that clearly support the text;</p> <p>apply technical skills and understandings, including scientific and technological advances, to collaboratively and safely create functional scenery, properties, lighting, sound, costumes and makeup; and</p> <p>design coherent stage management, promotional and business practices.</p> <hr/>
<b>Directing</b>	<p><b>Students will direct by planning or interpreting works of theatre and by organizing and conducting rehearsals.</b></p> <p>develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most appropriate;</p> <p>justify selection of text, interpretation and visual/aural choices; and</p> <p>effectively communicate directorial choices to a small ensemble for improvised or scripted scenes.</p> <hr/>
<b>Researching And Interpreting</b>	<p><b>Students will research, evaluate and apply cultural and historical information to make artistic choices.</b></p> <p>identify and research cultural, historical and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to help make artistic choices for informal and formal productions.</p> <hr/>

## **Connections**

### **Students will make connections between theatre, other disciplines and daily life.**

- describe and compare the materials, elements and means of communicating in theatre, dance, music and the visual arts;
  - determine how the nondramatic art forms are modified to enhance the expression of ideas and emotions in theatre;
  - illustrate the integration of arts media in informal or formal presentations;
  - create and solve interdisciplinary problems using theatre; and
  - explore career opportunities in theatre and theatre-related fields.
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## **Analysis, Criticism And Meaning**

### **Students will analyze, critique and construct meanings from works of theatre.**

- construct social meanings from informal and formal productions from a variety of cultures and historical periods, and relate these to current personal, national and international issues;
  - articulate and justify personal aesthetic criteria for critiquing dramatic texts and events by comparing artistic intent with the final performance;
  - analyze and critique performances and constructively suggest alternative artistic choices; and
  - constructively evaluate their own and others' collaborative efforts in informal and formal productions.
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## **History And Cultures**

### **Students will demonstrate an understanding of context by analyzing and comparing theatre in various cultures and historical periods.**

- compare similar themes in drama from various cultures and historical periods, create informal and formal performances using these themes, and discuss how theatre can reveal universal concepts;
  - identify and compare the lives, works and influence of representative theatre artists in various cultures and historical periods;
  - identify cultural and historical sources of American theatre and musical theatre; and
  - analyze the effect of their own cultural experiences on their dramatic work.
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## **Media**

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

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood;
  - conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes; and
  - communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.
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<b>Elements And Principles</b>	<p><b>Students will understand and apply elements and organizational principles of art.</b></p> <p>judge the effectiveness of different ways of using visual characteristics in conveying ideas; and</p> <p>apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions to and effectively solve a variety of visual art problems.</p>
<b>Content</b>	<p><b>Students will consider, select and apply a range of subject matter, symbols and ideas.</b></p> <p>use, record and develop ideas for content over time; and</p> <p>use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning.</p>
<b>History And Cultures</b>	<p><b>Students will understand the visual arts in relation to history and cultures.</b></p> <p>analyze and interpret art works in terms of form, cultural and historical context, and purpose;</p> <p>analyze common characteristics of visual arts evident across time and among cultural/ethnic groups in order to formulate analyses, evaluations and interpretations of meaning; and</p> <p>compare works of art to one another in terms of history, aesthetics and culture; justify conclusions made and use these conclusions to inform their own art making.</p>
<b>Analysis, Interpretation And Evaluation</b>	<p><b>Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.</b></p> <p>research and analyze historic meaning and purpose in varied works of art;</p> <p>reflect critically on various interpretations to better understand specific works of art;</p> <p>defend personal interpretations using reasoned argument; and</p> <p>apply critical and aesthetic criteria (e.g., technique, formal and expressive qualities, content) in order to improve their own works of art.</p>
<b>Connections</b>	<p><b>Students will make connections between the visual arts, other disciplines and daily life.</b></p> <p>analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style;</p> <p>compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines;</p> <p>create and solve interdisciplinary problems using multimedia; and</p> <p>apply visual arts skills and understandings to solve problems relevant to a variety of careers.</p>