

Minnesota Academic Standards

ARTS

Final draft of the revised arts standards submitted to Commissioner Alice Seagren
by Doug Orzolek and Kathy Grundei, Arts Standards Committee Co-chairs

June 4, 2008

Strand I: Artistic Foundations

Standard 1: Demonstrate knowledge of the foundations of the art area.

Benchmark #1

Dance

(K-3)	(4-5)	(6-8)	(9-12)
1. Identify the elements of dance including body, action, space, time and energy.	1. Describe elements of dance including body, action, space, time and energy.	1. Analyze the elements of dance including body, action, space, time and energy.	1. Analyze how the elements of dance including body, action, space, time and energy are combined to communicate meaning in the creation of, performance of, or response to dance.

Media Arts

(K-3)	(4-5)	(6-8)	(9-12)
1. Identify the elements in media arts such as image, sound, space, time, motion and sequence.	1. Describe the use of elements in media arts such as image, sound, space, time, motion and sequence.	1. Analyze the elements in media arts such as image, sound, space, time, motion and sequence.	1. Analyze how the elements in media arts such as image, sound, space, time, motion and sequence are combined to communicate meaning in the creation of, presentation of, or response to media arts.

Music

(K-3)	(4-5)	(6-8)	(9-12)
1. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.	1. Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.	1. Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts	1. Analyze how the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts are combined to communicate meanings in the creation of, performance of, or response to music.

Theater

(K-3)	(4-5)	(6-8)	(9-12)
1. Identify elements of theater, including plot, theme, character, language, sound, and spectacle;	1. Describe the elements of theater, including plot, theme, character, language, sound, and spectacle.	1. Analyze the elements, including plot, theme, character, language, sound, and spectacle.	1. Analyze how the elements, including plot, theme, character, language, sound, and spectacle are combined to communicate meaning in the creation of, performance of, or response to theater.

Visual Art

(K-3)	(4-5)	(6-8)	(9-12)
1. Identify the elements of visual art, including color, line, shape, texture, and space.	1. Describe the characteristics of the elements of visual art, including color, line, shape, value, form, texture, and space.	1. Analyze the use of the elements of visual art including color, line, shape, value, form, texture and space in the creation of, presentation of or response to visual art works.	1. Analyze how the elements of visual art including color, line, shape, value, form, texture and space, principles such as, repetition, pattern, emphasis, contrast and balance and contemporary art principles are combined to communicate meaning in the creation of, presentation of, or response to visual art works.

Strand I: Artistic Foundations**Standard 1: Demonstrate knowledge of the foundations of the art area.****Benchmark #2****Dance**

(K-3)	(4-5)	(6-8)	(9-12)
	2. Describe how choreographic principles such as repetition, pattern, or unity are used in the creation, performance or response to dance.	2. Analyze how choreographic principles such as repetition, pattern, unity and theme and variation are used in the creation, performance or response to dance.	2. Analyze how the choreographic principles such as repetition, pattern, unity and theme and variation are used in the creation of, performance of, or response to dance.

Media Arts

(K-3)	(4-5)	(6-8)	(9-12)
	2. Describe how the principles of media arts, such as repetition, unity, and contrast are used in the creation, presentation or response to media arts works.	2. Analyze how the principles of media arts, such as repetition, unity, and contrast are used in the creation, presentation or response to media arts works.	2. Evaluate how the principles such as repetition, unity, and contrast are used in the creation of, presentation of, or response to media arts works.

Music

(K-3)	(4-5)	(6-8)	(9-12)
	2. Describe how the elements and related concepts, such as pitch, tempo, canon, and ABA are used in the performance, creation or response to music.	2. Analyze how the elements and related concepts, such as articulation, major/minor and fugue are used in the performance, creation or response to music.	2. Evaluate how the elements and related concepts, such as repetition, pattern, balance, and emphasis are used in the creation of, performance of, or response to music.

Theater

(K-3)	(4-5)	(6-8)	(9-12)
	2. Describe how forms, such as musical theater, opera or melodrama and structures, such as chronological or nonlinear are used in the creation, performance or response to theater.	2. Analyze how forms, such as musical theater, opera or melodrama and structures, such as chronological or nonlinear are used in the creation, performance or response to theater.	2. Evaluate how forms, such as musical theater, opera or melodrama and structures, such as chronological or nonlinear are used in the creation of, performance of, or response to theater.

Visual Art

(K-3)	(4-5)	(6-8)	(9-12)
	2. Describe how the principles of visual art such as repetition, pattern, emphasis, contrast and balance are used in the creation, presentation or response to visual artworks.	2. Analyze how the principles of visual art such as repetition, pattern, emphasis, contrast and balance are used in the creation, presentation or response to visual artworks.	2. Evaluate how the principles of visual art such as repetition, pattern, emphasis, contrast, balance or contemporary art principles are used in the creation of, presentation of, or response to visual artworks.

Standard 1: Demonstrate knowledge of the foundations of the art area.

Benchmark #3

Dance

(K-3)	(4-5)	(6-8)	(9-12)
	3. Identify Western and non-Western styles or genres of dance such as African, ballet, capoeira, classical Indian, folk, improvisation, modern, social, tap/percussive and West African.	3. Describe Western and non-Western styles or genres of dance such as African, ballet, capoeira, classical Indian, folk, improvisation, modern, social, tap/percussive and West African.	3. Analyze how Western and non-Western styles and genres of dance such as African, ballet, capoeira, classical Indian, folk, improvisation, modern social, tap/percussive and West African contribute to the creation of, performance of, or response to dance.

Media Arts

(K-3)	(4-5)	(6-8)	(9-12)
	3. Identify structures used in media arts such as chronological and spatial.	3. Describe the characteristics of styles and genres, such as documentary, narrative or abstract.	3. Analyze how the characteristics of a variety of styles and genres, such as documentary, narrative or abstract contribute to the creation of, presentation of, or response to media arts works.

Music

(K-3)	(4-5)	(6-8)	(9-12)
	3. Identify the characteristics of a variety of genres and musical styles, such as march, taiko, mariachi, and classical.	3. Describe the characteristics of a variety of genres and musical styles, such as electronic, jazz, opera, and gamelan.	3. Analyze how the characteristics of a variety of genres and styles contribute to the creation of, performance of, or response to music.

Theater

(K-3)	(4-5)	(6-8)	(9-12)
	3. Identify western and non-western styles, such as Kabuki, Noh, Theater of the Absurd or classical.	3. Describe western and non-western styles, such as Kabuki, Noh, Theater of the Absurd or classical.	3. Analyze how the characteristics of western and non-western styles, such as Kabuki, Noh, Theater of the Absurd or classical contribute to the creation of, performance of, or response to theater.

Visual Art

(K-3)	(4-5)	(6-8)	(9-12)
	3. Identify characteristics of Western and non-Western styles, movements, and genres in art.	3. Describe characteristics of Western and non-Western styles, movements, and genres in art.	3. Analyze how the characteristics of Western and non-Western styles, movements, and genres in art contribute to the creation of, presentation of, or response to artworks.

Strand I: Artistic Foundations**Standard 1: Demonstrate knowledge of the foundations of the art area.****Benchmark #4****Dance**

(K-3)	(4-5)	(6-8)	(9-12)
			4. Apply understanding of the health and safety issues related to dance.

Media Arts

(K-3)	(4-5)	(6-8)	(9-12)
			4. Apply understanding of the health and safety issues related to creating in media arts.

Music

(K-3)	(4-5)	(6-8)	(9-12)
			4. Apply understanding of the health and safety issues related to creating, performing and responding in music.

Theater

(K-3)	(4-5)	(6-8)	(9-12)
			4. Apply understanding of the health and safety issues related to creating and performing or technical production in theater.

Visual Art

(K-3)	(4-5)	(6-8)	(9-12)
			4. Apply understanding of the health and safety issues related to creating in art.

Strand I: Artistic Foundations

Benchmark #1

Standard 2: Demonstrate knowledge and use of the technical skills of the art form integrating technology when applicable.

Dance

(K-3)	(4-5)	(6-8)	(9-12)
1. Demonstrate replicated and improvised movement using control and coordination.	1. Demonstrate movement using control, coordination and balance in movement replication and improvisation in more than one dance tradition.	1. Integrate control, coordination, balance, body alignment and musicality through movement replication and improvisation in more than one dance tradition.	1. Synthesize control, coordination, balance, body alignment, musicality, and expressive qualities through movement replication and improvisation in more than one dance tradition.

Media Arts

(K-3)	(4-5)	(6-8)	(9-12)
1. Identify how hardware, such as digital still cameras, digital video camcorders, and computers are used for creation of media arts.	1. Describe a variety of tools, materials, and techniques used with software and hardware for creation in media arts.	1. Demonstrate use of a variety of tools, materials and techniques in media art based on the characteristics of the hardware and software.	1. Integrate tools, materials, and techniques to create original products for artistic purposes.

Music

(K-3)	(4-5)	(6-8)	(9-12)
1. Read and notate music using a system of notation, such as solfège, numbers or symbols.	1. Read and notate music using the standard notation such as quarter, half, and eighth notes and rests; the lines and spaces of the treble clef; and time signatures.	1. Read and notate music using the standard notation system such as dotted rhythms, clefs, mixed meters and multipart scores with or without the use of notation software.	1. Read and notate music using the standard notation system such as complex and meters, extended ranges and expressive symbols with and without the use of notation software in a variety of styles and contexts.

Theater

(K-3)	(4-5)	(6-8)	(9-12)
1. Demonstrate skills such as improvising, creating character and selecting costumes for dramatizations.	1. Demonstrate skills such as improvising, creating character, selecting costumes and creating or arranging environments using scenery, costumes, lights, or props for classroom dramatizations.	1. Direct by organizing rehearsals, design by developing environments, OR act by portraying characters in improvised and scripted scenes.	1. Act by developing, communicating and sustaining character, design by conceptualizing and realizing artistic interpretations, OR direct by interpreting dramatic text and organizing and rehearsing for informal or formal productions.

Visual Art

(K-3)	(4-5)	(6-8)	(9-12)
<p>1. Identify the tools, materials, and techniques from a variety of two and three-dimensional media such as drawing, printmaking, ceramics or sculpture.</p>	<p>1. Describe the tools, materials, and techniques from a variety of two and three-dimensional media such as drawing, printmaking, ceramics, or sculpture.</p>	<p>1. Demonstrate the characteristics of the tools, materials, and techniques of various two and three-dimensional media for intentional effects in original artworks.</p>	<p>1. Integrate characteristics of the tools, materials, and techniques of a selected media in original artworks to support artistic purposes.</p>

Strand I: Artistic Foundations

Benchmark #2

Standard 2: Demonstrate knowledge and use of the technical skills of the art form integrating technology when applicable.

Dance

(K-3)	(4-5)	(6-8)	(9-12)
2. Identify technology in a variety of dance contexts for research and feedback.	2. Describe technology in a variety of dance contexts for research and feedback.	2. Select technology for purposes of research, documentation and feedback.	2. Select technology for purposes of research, feedback, documentation, choreography and production.

Media Arts

(K-3)	(4-5)	(6-8)	(9-12)
2. Identify the functions of software, such as photo-editing, video-editing, and sound editing tools in creating original products for expressive intent.	2. Describe how photo-editing, video-editing, and sound-editing are used to create original products for expressive intent.	2. Select a variety of software, such as photo-editing, video-editing, and sound-editing software to create original products for expressive intent.	2. Integrate linear and non-linear software, including video-editing and sound-editing software to create original products for expressive intent.

Music

(K-3)	(4-5)	(6-8)	(9-12)
2. Sing and play with accurate pitch, rhythm, and expressive intent.	2. Sing and play alone and in a group demonstrating proper posture, breathing, technique, age appropriate tone quality and expressive intent.	2. Sing alone and in a group (two and three part harmony) using musical expression such as phrasing, dynamic contrast, technique, balance and accurate articulation. OR Play an instrument alone and in a group using music expression such as phrasing, dynamic contrast, technique, balance, and accurate articulation.	2. Sing a variety of music alone and in small and large groups (multi-part) using characteristic tone, technique and expression. OR Play a variety of music on an instrument alone and in small and large groups using characteristic tone, technique and expression.

Theater

(K-3)	(4-5)	(6-8)	(9-12)
			Use technology for purposes of research, feedback, documentation or production.

Visual Arts

(K-3)	(4-5)	(6-8)	(9-12)

Strand I: Artistic Foundations

Benchmark #3

Standard 2: Demonstrate knowledge and use of the technical skills of the art form integrating technology when applicable.

Dance

(K-3)	(4-5)	(6-8)	(9-12)
-------	-------	-------	--------

Media Arts

(K-3)	(4-5)	(6-8)	(9-12)
-------	-------	-------	--------

Music

(K-3)	(4-5)	(6-8)	(9-12)
			3. Use electronic musical tools to record, mix, playback, accompany, arrange or compose music.

Theater

(K-3)	(4-5)	(6-8)	(9-12)
-------	-------	-------	--------

Visual Art

(K-3)	(4-5)	(6-8)	(9-12)
-------	-------	-------	--------

Strand I: Artistic Foundations

Benchmark #1

Standard 3: Demonstrate understanding of the personal, social, cultural, historical contexts that influence the art areas.

Dance

(K-3)	(4-5)	(6-8)	(9-12)
1. Identify the characteristics of dance from a variety of cultures including the contributions of Minnesota American Indian tribes and communities.	1. Describe the cultural and historical traditions of dance including the contributions of Minnesota American Indian tribes and communities.	1. Compare and contrast the connections among works in dance, its purpose, and its cultural, historical, and social contexts including the contributions of Minnesota American Indian tribes and communities.	1. Analyze how the personal, social, cultural, or historical contexts influence and are influenced by a work in dance and its purpose, including the contributions of Minnesota American Indian tribes and communities.

Media Arts

(K-3)	(4-5)	(6-8)	(9-12)
1. Identify the characteristics of works in media arts from a variety of cultures, including the contributions of Minnesota American Indian tribes and communities.	1. Describe the cultural and historical forms or traditions of works in media art including the contributions of Minnesota American Indian tribes and communities.	1. Compare and contrast the connections among works in media art, their purposes, personal, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Analyze how the personal, social, cultural, historical contexts influence and are influenced by a work in media arts, including the contributions of Minnesota American Indian tribes and communities.

Music

(K-3)	(4-5)	(6-8)	(9-12)
1. Identify the characteristics of music from a variety of cultures including the contributions of Minnesota American Indian tribes and communities.	1. Describe the cultural and historical traditions of music including the contributions of Minnesota American Indian tribes and communities.	1. Compare and contrast connections among works in music, their purpose, and the personal, cultural and historical contexts including the contributions of Minnesota American Indian tribes and communities.	1. Analyze how the personal, social, cultural, and historical contexts influence the creation, interpretation, or performance of music including the contributions of Minnesota American Indian tribes and communities.

Theater

(K-3)	(4-5)	(6-8)	(9-12)
1. Identify the characteristics of works in theater from a variety of cultures, including the contributions of Minnesota American Indian tribes and communities.	1. Describe the cultural and historical traditions of works in theater, including the contributions of Minnesota American Indian tribes and communities.	1. Compare and contrast the connections among works in theater, their purposes, personal, social, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Analyze how the personal, social, cultural, or historical contexts influence and are influenced by a work of theater, including the contributions of Minnesota American Indian tribes and communities.

Visual Art

(K-3)	(4-5)	(6-8)	(9-12)
1. Identify the characteristics of visual artworks from a variety of cultures including the contributions of Minnesota American Indian tribes and communities.	1. Describe the personal, social, cultural, or historical contexts that influence creation of visual artworks including the contributions of Minnesota American Indian tribes and communities.	1. Compare and contrast the connections among visual artworks, their purposes, and the personal, social, cultural and historical contexts including the contributions of Minnesota American Indian tribes and communities.	1. Analyze how visual artworks influence and are influenced by personal, social, cultural or historical contexts including the contributions of Minnesota American Indian tribes and communities

Strand I: Artistic Foundations**Benchmark #2****Standard 3: Demonstrate understanding of the personal, social, cultural, historical contexts that influence the art areas.****Dance**

(K-3)	(4-5)	(6-8)	(9-12)
	2. Describe how dance communicates meaning.	2. Analyze the meanings and functions of dance, such as dance as art and dance as entertainment.	2. Synthesize and express an individual view of the meanings and functions of dance such as dance as art, ritual, cultural expressions, entertainment, spectacle and its social contexts.

Media Arts

(K-3)	(4-5)	(6-8)	(9-12)
	2. Describe how media arts communicates meaning.	2. Analyze the meanings and functions of media arts.	2. Synthesize and express an individual view of the meanings and functions of media arts.

Music

(K-3)	(4-5)	(6-8)	(9-12)
	2. Describe how music communicates meaning.	2. Analyze the meanings and functions of music.	2. Synthesize and express an individual view of the meanings and functions of music.

Theater

(K-3)	(4-5)	(6-8)	(9-12)
	2. Describe how theater communicates meaning.	2. Analyze the meanings and functions of theater.	2. Synthesize and express an individual view of the meanings and functions of theater.

Visual Art

(K-3)	(4-5)	(6-8)	(9-12)
	2. Describe how visual art communicates meaning.	2. Analyze the meanings and functions of visual art.	2. Synthesize and express an individual view of the meanings and functions of visual art.

Strand II: Artistic Process: Create/Make

Benchmark #1

Standard 1: Create or make in a variety of contexts in the art area using the artistic foundations.

Dance

(K-3)	(4-5)	(6-8)	(9-12)
1. Improvise or choreograph dance ideas that communicate an experience or theme.	1. Create movement sequences and improvisations using choreographic forms to express an idea, theme, image or tradition.	1. Create movement motifs, phrases, improvisations and dances that demonstrate choreographic form in a variety of dance contexts.	1. Create solo or ensemble work that integrates technology and production elements in more than one context.

Media Arts

(K-3)	(4-5)	(6-8)	(9-12)
1. Create original media art works to express ideas, experiences or stories.	1. Create original works of media art to express specific artistic ideas.	1. Create original works of media art in a variety of artistic contexts.	1. Create a single, complex work or multiple works in media arts.

Music

(K-3)	(4-5)	(6-8)	(9-12)
1. Improvise or compose to express musical ideas using the voice or instrument.	1. Improvise and compose rhythms, melodies, and accompaniments using voice or instruments to express a specific musical idea.	1. Improvise, compose or arrange a new musical composition using available technology to preserve the creation.	1. Improvise, compose or arrange new musical compositions in a variety of styles and contexts using available technology to preserve the creations.

Theater

(K-3)	(4-5)	(6-8)	(9-12)
1. Interpret animals, objects, or shapes to create images or express ideas through the use of movement, sound, and language.	1. Create a scene or sequence of scenes based on life experience or interpret and adapt the plot, characters and language of an existing piece of literature using movement, voice, costume, and props.	1. Create scripts, characters and designs in a variety of theater contexts.	1. Create a single, complex work or multiple works in theater such as a script, character, or design.

Visual Art

(K-3)	(4-5)	(6-8)	(9-12)
1. Create original two and three dimensional artworks to express ideas, experiences, or stories.	1. Create original two and three dimensional artworks to express specific artistic ideas.	1. Create original two and three dimensional artworks in a variety of artistic contexts.	1. Create a single, complex artwork or multiple artworks to express ideas.

Strand II: Artistic Process: Create/Make**Benchmark #2****Standard 1: Create or make in a variety of contexts in the art area using the artistic foundations.****Dance**

(K-3)	(4-5)	(6-8)	(9-12)
2. Revise creative work based on the feedback of others.	2. Revise creative work based on the feedback of others and self-reflection.	2. Revise creative work based on feedback of others, self-reflection and artistic intention.	2. Revise creative work based on artistic intent and using multiple sources of critique and feedback.

Media Arts

(K-3)	(4-5)	(6-8)	(9-12)
2. Revise creative work based on the feedback of others.	2. Revise creative work based on the feedback of others and self-reflection.	2. Revise creative work based on feedback of others, self-reflection and artistic intention.	2. Revise creative work based on artistic intent and using multiple sources of critique and feedback.

Music

(K-3)	(4-5)	(6-8)	(9-12)
2. Revise a creation based on the feedback of others.	2. Revise creative work based on feedback of others and self-reflection.	2. Revise a musical composition, improvisation or arrangement based feedback of others, self-reflection and artistic intention.	2. Revise a musical composition or arrangement based on artistic intent using multiple sources of critique and feedback.

Theater

(K-3)	(4-5)	(6-8)	(9-12)
2. Revise creation based on the feedback of others.	2. Revise scene or sequence of scenes based on feedback of others and self-reflection.	2. Revise creation based on feedback of others, self-reflection and artistic intention.	2. Revise creation based on artistic intent and using multiple sources of critique and feedback.

Visual Art

(K-3)	(4-5)	(6-8)	(9-12)
2. Revise artworks based on the feedback of others.	2. Revise artworks based on feedback of others and self-reflection.	2. Revise artworks based feedback of others, self-reflection and artistic intention.	2. Revise artworks based on artistic intent using multiple sources of critique and feedback.

Strand II: Artistic Process: Create/Make

Benchmark #3

Standard 1: Create or make in a variety of contexts in the art area using the artistic foundations.

Dance

(K-3)	(4-5)	(6-8)	(9-12)
		3 Explain artistic intent including how audience and occasion affect dance and the ability to explain choices based on intent.	3. Develop an artistic statement that includes an analysis of audience and an occasion for dance and justify choices based on intent.

Media Arts

(K-3)	(4-5)	(6-8)	(9-12)
		3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.	3. Develop an artistic intent including how audience and occasion affect artistic choices and justify choices based on intent.

Music

(K-3)	(4-5)	(6-8)	(9-12)
		3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.	3. Develop an artistic intent including how audience and occasion affect artistic choices and justify choices based on intent.

Theater

(K-3)	(4-5)	(6-8)	(9-12)
		3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.	3. Develop an artistic intent including how audience and occasion affect artistic choices and justify choices based on intent.

Visual Art

(K-3)	(4-5)	(6-8)	(9-12)
		3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.	3. Develop an artistic intent including how audience and occasion affect artistic choices and justify choices based on intent.

Strand III: Artistic Process: Perform/Present**Benchmark #1****Standard 1: Perform/Present in a variety of contexts in the art area using the artistic foundations.****Dance**

(K-3)	(4-5)	(6-8)	(9-12)
1. Interpret and perform sequences of movement with a beginning, middle, and end that communicates a life experience, theme, or idea.	1. Interpret and perform movement characteristics and styles of more than one dance form or tradition.	1. Rehearse and perform dance in a variety of contexts including solos and ensembles.	1. Rehearse and perform solo and ensemble work that demonstrates technical, artistic and performance skills such as alignment, spatial use, musicality, dynamic range and expressivity.

Media Arts

(K-3)	(4-5)	(6-8)	(9-12)
1. Share and describe personal media artwork.	1. Select and assemble media art works for a personal portfolio.	1. Assemble and prepare personal media art works as part of a public exhibit.	1. Present, exhibit, publish or demonstrate collections of media art works for different audience and occasions

Music

(K-3)	(4-5)	(6-8)	(9-12)
1. Sing and play a varied repertoire that includes simple rhythms and melodies.	1. Sing alone and in groups such as rounds and part songs or play instruments alone and in a group.	1. Rehearse and perform music from a variety of contexts and styles alone or within in small or large groups.	1. Rehearse and perform an existing single complex work, or multiple works of music from a variety of contexts and styles alone and within small or large groups.

Theater

(K-3)	(4-5)	(6-8)	(9-12)
1. Interpret and perform a variety of characters using voice, movement and props.	1. Perform a character from an original scene or sequence of scenes or an adaptation of an existing piece of literature and present a design for an original scene or sequence of scenes or an adaptation of an existing piece of literature.	1. Perform as a character or present a design for setting, costumes or lighting in a variety of theater contexts.	1. Direct, act in, or execute the design of a single, complex work or multiple works in theater.

Visual Art

(K-3)	(4-5)	(6-8)	(9-12)
1. Share and describe personal artwork.	1. Select and assemble artworks for a personal portfolio.	1. Assemble and prepare personal artwork for exhibit.	1. Present, exhibit, publish or demonstrate collections of artworks for different audience and occasions.

Strand III: Artistic Process: Perform/Present

Benchmark # 2

Standard 1: Perform/Present in a variety of contexts in the art area using the artistic foundations.

Dance

(K-3)	(4-5)	(6-8)	(9-12)
2. Reflect on a performance based on the feedback of others.	2. Revise performance based on the feedback of others and self-reflection.	2. Revise performance based on feedback of others, self-reflection and artistic intention.	2. Revise performance based on artistic intent and using multiple sources of critique and feedback.

Media Arts

(K-3)	(4-5)	(6-8)	(9-12)
2. Reflect on a presentation based on the feedback of others.	2. Revise presentation based on the feedback of others and self-reflection.	2. Revise presentation based on feedback of others, self-reflection and artistic intention.	2. Revise presentation based on artistic intent and using multiple sources of critique and feedback.

Music

(K-3)	(4-5)	(6-8)	(9-12)
2. Reflect on a performance based on the feedback of others.	2. Revise performance based on the feedback of others and self-reflection.	2. Revise performance based on feedback of others, self-reflection and artistic intention.	2. Revise performance based on artistic intent and using multiple sources of critique and feedback.

Theater

(K-3)	(4-5)	(6-8)	(9-12)
2. Reflect on a performance based on the feedback of others.	2. Revise character or design based on feedback of others and self-reflection.	2. Revise performance or presentation based on feedback of others, self-reflection and artistic intention.	2. Revise performance or presentation based on artistic intent and using multiple sources of critique and feedback.

Visual Art

(K-3)	(4-5)	(6-8)	(9-12)
2. Reflect on a presentation based on the feedback of others.	2. Revise presentation based on the feedback of others and self-reflection.	2. Revise presentation based on feedback of others, self-reflection and artistic intention.	2. Revise presentation based on artistic intent and using multiple sources of critique and feedback.

Strand III: Artistic Process: Perform/Present

Benchmark #3

Standard 1: Perform/Present in a variety of contexts in the art area using the artistic foundations.

Dance

(K-3)	(4-5)	(6-8)	(9-12)
		3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.	3. Develop an artistic intent including how audience and occasion affect artistic choices and justify choices based on intent.

Media Arts

(K-3)	(4-5)	(6-8)	(9-12)
		3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.	3. Develop a statement of artistic intent including how audience and occasion affect artistic choices and justify choices based on intent.

Music

(K-3)	(4-5)	(6-8)	(9-12)
		3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.	3. Develop an artistic intent including how audience and occasion affect artistic choices and justify choices based on intent.

Theater

(K-3)	(4-5)	(6-8)	(9-12)
		3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.	3. Develop an artistic intent including how audience and occasion affect artistic choices and justify choices based on intent.

Visual Art

(K-3)	(4-5)	(6-8)	(9-12)
		3. Explain statement of artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.	3. Develop a statement of artistic intent including how audience and occasion affect artistic choices and justify choices based on intent.

Strand IV: Artistic Process: Respond/Critique

Benchmark #1

Standard 1: Respond to and critique a variety of creations or performances using the artistic foundations.

Dance

(K-3)	(4-5)	(6-8)	(9-12)
1. Compare and contrast the characteristics of various dance works or performances.	1. Justify personal interpretations and reactions to various dance works and performances.	1. Analyze and interpret a variety of dance works and performances using established criteria.	1. Analyze, interpret and evaluate dance works and performances using self-selected criteria within the traditions of the art form.

Media Arts

(K-3)	(4-5)	(6-8)	(9-12)
1. Compare and contrast the characteristics of a variety of media art works.	1. Justify personal interpretations and reactions to a variety of media art works.	1. Analyze and interpret a variety of media art works using established criteria.	1. Analyze, interpret and evaluate a variety of media art works by applying self-selected criteria within the traditions of the art form.

Music

(K-3)	(4-5)	(6-8)	(9-12)
1. Compare and contrast the characteristics of a variety of musical works or performances.	1. Justify personal interpretations and reactions to a variety of musical works or performances.	1. 1. Analyze and interpret a variety of musical works and performances using established criteria	1. Analyze, interpret and evaluate a variety of musical works or performances applying self-selected criteria within the traditions of the art form.

Theater

(K-3)	(4-5)	(6-8)	(9-12)
1. Compare and contrast the characteristics of a variety of theater performances.	1. Justify personal interpretations and reactions to a variety works in theater.	1. Analyze and interpret a variety of works in theater such as performances and designs using established criteria.	1. Analyze, interpret and evaluate a variety of works in theater by applying self- selected criteria within the traditions of the art form.

Visual Art

(K-3)	(4-5)	(6-8)	(9-12)
1. Compare and contrast the characteristics of a variety of works of visual art.	1. Justify personal interpretations and reactions to works of visual art.	1. Analyze and interpret a variety of visual art works using established criteria.	1. Analyze, interpret and evaluate works of visual art by applying self-selected criteria within the traditions of the art form.

Strand IV: Artistic Process: Respond/Critique

Benchmark #2

Standard 1: Respond to and critique a variety of creations or performances using the artistic foundations.

Dance

(K-3)	(4-5)	(6-8)	(9-12)
			2. Justify the choice of self-selected criteria based on knowledge of how criteria affects criticism.

Media Arts

(K-3)	(4-5)	(6-8)	(9-12)
			2. Justify the choice of self-selected criteria based on knowledge of how criteria affects criticism.

Music

(K-3)	(4-5)	(6-8)	(9-12)
			2. Justify the choice of self-selected criteria based on knowledge of how criteria affects criticism.

Theater

(K-3)	(4-5)	(6-8)	(9-12)
			2. Justify the choice of self-selected criteria based on knowledge of how criteria affects criticism.

Visual Art

(K-3)	(4-5)	(6-8)	(9-12)
			2. Justify the choice of self-selected criteria based on knowledge of how criteria affects criticism.