



## Browse Quality Core Curriculum Standards by subject

**Subject: Fine Arts****Grade: 9-12**Course: Acting

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- 1**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Lists and uses vocabulary related to acting in classes, rehearsals, and performances (e.g., blocking, characterization, motivation, objective, and tactics - see Theatre Arts glossary).
- 2**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses improvisation with scripted and unscripted material to demonstrate character development.
- 3**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Synthesizes observation, imagination, and research to create characters, environments, and situations.
- 4**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies techniques of emotional expression and sensory perception to portray the details and complexities of human personalities in characterization.
- 5**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and explores skills required for career preparation as an actor.
- 6**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates ability to notate and implement blocking.
- 7**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses imagination in creating and shaping characterization.
- 8**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies and synthesizes vocal techniques to create characterization in scripted and improvised activities.
- 9**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops the voice in the acting process (pitch, volume, articulation, breath support, control, and accent).
- 10**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies and synthesizes movement technique in creating characters in improvised and scripted activities.
- 11**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Analyzes a character based on social and emotional dimensions found in scripted and unscripted material.
- 12**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Projects motivations and intention to other actors and to the audience.
- 13**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates solutions to dramatic problems through acting.
- 14**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies artistic discipline in regard to self and in collaboration with others.
- 15**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies ensemble skills in group communication, focus and balance in improvisation, rehearsal of scripted materials, and performance.

- 16** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates understanding of the relationship between actor and director.
- 17** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes and responds to the elements of technical theatre as they affect the actor.
- 18** **Topic:** Connections  
**Standard:** Uses elements of other academic disciplines to support development of a role.
- 19** **Topic:** Connections  
**Standard:** Examines relationships between drama/theatre, the other arts, the creation of a role, and the performance of dramatic literature.
- 20** **Topic:** Connections  
**Standard:** Uses existing available technology to research, document, enhance, or support development of a role.
- 21** **Topic:** Connections  
**Standard:** Demonstrates research skills to support character development.
- 22** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Evaluates performance based on criteria established by the group.
- 23** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** States and supports aesthetic judgments through experiences in theatre of diverse styles, modes, and genres.
- 24** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Analyzes scripts to determine text and subtext.
- 25** **Topic:** Historical and Cultural Context  
**Standard:** Recognizes and explains the influences of heritage, culture, and historical periods on acting styles.
- 26** **Topic:** Historical and Cultural Context  
**Standard:** Recognizes theatre arts as an effort to interpret and intensify experiences.
- 27** **Topic:** Historical and Cultural Context  
**Standard:** Uses life in understanding theatre and characterization; uses theatre to understand life.
- 28** **Topic:** Historical and Cultural Context  
**Standard:** Investigates and reports on styles of acting from different historical periods.

## Course: Advanced Drama

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- 1** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Expands usage of theatre terms and applies them to drama activities.
- 2** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops control in using sensory and emotional recall as a means to create environments and situations.
- 3** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and applies appropriate movement for different forms and styles of theatre.
- 4** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates ability to notate and implement blocking and generates and follows appropriate blocking for character choices.
- 5** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates effective use of voice in the dramatic process (pitch, volume, articulation, breath support, control, and tempo).

- 6 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and demonstrates a process for character development.
- 7 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes, selects, and uses physical attributes and movement qualities to portray characters.
- 8 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Synthesizes research, observation, imagination, and acting skills to create characters.
- 9 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Compares and applies a physical warm-up that includes relaxation, concentration, coordination, and flexibility.
- 10 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates responsibility in collaborating on all aspects of performances including scriptwriting, acting, directing, and technical production.
- 11 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates ability to implement a design concept for technical theatre elements (costumes, sets, props, lights, sound/music, and makeup).
- 12 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Collaborates on and executes technical elements of production (costumes, props, set, lights, sound/music, and makeup).
- 13 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Examines budgets for marketing and mounting a production.
- 14 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Examines the importance of the various careers in theatre (Refer to Theatre Arts glossary).
- 15 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses improvisation to expand acting skills including listening, responding, and creating.
- 16 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses improvisation to explore dramatic concepts such as subtext, plot, theme, character, and conflict.
- 17 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proficiency in skills needed for career in theatre.
- 18 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses appropriate form and structure in writing scripts.
- 19 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Functions as the playwright using a variety of contents and forms.
- 20 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates scripts based on personal experiences, heritage, imagination, literature, and history.
- 21 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes the difference between presentational and representational theatre.
- 22 **Topic:** Connections  
**Standard:** Assesses connecting themes and content among theatre and other arts.
- 23 **Topic:** Connections  
**Standard:** Synthesizes research and concepts from other disciplines to create theatre.
- 24 **Topic:** Connections  
**Standard:** Selects existing technology to enhance all aspects of theatre arts.

- 25** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Demonstrates understanding of the audience as an integral part of the dramatic presentation.
- 26** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Examines the role and value of theatre in everyday life.
- 27** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Writes and discusses critiques of both presentational and representational theatre.
- 28** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Constructs and uses specific criteria to describe, analyze, and evaluate theatre presentations.
- 29** **Topic:** Historical and Cultural Context  
**Standard:** Relates the influence history and theatre have had upon one another.
- 30** **Topic:** Historical and Cultural Context  
**Standard:** Demonstrates research skills that support theatre production.
- 31** **Topic:** Historical and Cultural Context  
**Standard:** Identifies and explains the impact playwrights have on their work.
- 32** **Topic:** Historical and Cultural Context  
**Standard:** Analyzes and explains theatre conventions and traditions from different cultures and time periods.
- 33** **Topic:** Historical and Cultural Context  
**Standard:** Analyzes and explains how universal themes in theatre transcend time and place.
- 34** **Topic:** Historical and Cultural Context  
**Standard:** Selects and applies historical and cultural information to formal and informal productions.
- 35** **Topic:** Historical and Cultural Context  
**Standard:** Analyzes cultural, social, and political aspects of theatre throughout history.

## Course: AP Studies and Portfolio

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- 0** **Standard:** The College Board provides the content specifications for this course and can be contacted in Atlanta for the materials.

## Course: Art History and Criticism

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- 1** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Experiments with tools and materials (e.g., watercolor, charcoal, egg tempera), when appropriate, to enhance understanding of related historical concepts and analysis of medium and technique.
- 2** **Topic:** Connections  
**Standard:** Uses descriptors, simile and metaphor to discuss unique and emotional content in art and compares with similar examples from literature.
- 3** **Topic:** Connections  
**Standard:** Examines and discusses the role of art and artifacts as a visual record of humankind's cultural, political, scientific, and religious history.
- 4** **Topic:** Connections  
**Standard:** Recognizes the application of higher order thinking skills (e.g., include tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation and study of art and discusses their transfer to practical and workforce situations.

- 5** **Topic:** Connections  
**Standard:** Discusses art as an avocation with its opportunities for lifelong learning and expression, such as visiting museums, making art, reading or writing about art and artists, buying art, and volunteering in the arts.
- 6** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Describes how subject matter and content interact with the elements of art and principles of design to produce a particular expressive quality.
- 7** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Compares general perceptions used in everyday living and aesthetic perception.
- 8** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Discusses aesthetic issues such as: Why do humans create?, How is 20th century art like or unlike art making of earlier eras?, What makes an object art?, Can good art have disturbing content?, Must art be beautiful?, What needs does art fill in our society? In other societies?.
- 9** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Discusses emotional responses to and possible interpretations of an artwork, citing specific qualities in the work that elicit the response.
- 10** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Evaluates, based on predetermined criteria, own performance and progress on developing skills and knowledge.
- 11** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies the medium(s) and technique(s) used in selected artworks and discusses their influence on expressive qualities.
- 12** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Compares and contrasts artworks from the same and different styles based on analysis of evidence in the artworks.
- 13** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Classifies various artworks according to style and function, and justifies choices based on evidence in the artworks.
- 14** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Critiques artwork using the processes of description, analysis, interpretation, and judgment based on evidence observed in the artwork.
- 15** **Topic:** Historical and Cultural Context  
**Standard:** Evaluates the influences of historical, political, economic, social, cultural, religious, and technological factors on the development of selected art from prehistoric to contemporary times and in a variety of societies
- 16** **Topic:** Historical and Cultural Context  
**Standard:** Identifies and discusses related strands throughout the history of art, such as female sculpture or architectural support systems.
- 17** **Topic:** Historical and Cultural Context  
**Standard:** Classifies chronologically and discusses selected artworks from the ancient art period (Ancient Near East, Greek, Etruscan, and Roman), looking at these elements: Stylistic qualities and influences on their development, Significance in history, Influences on later art and political, economic, social, and cultural influences.
- 18** **Topic:** Historical and Cultural Context  
**Standard:** Classifies and discusses selected artworks from the Medieval period, (e.g., Early Christian, Byzantine, Islamic, Migratory, Carolingian, Ottonian, Romanesque and Gothic): - Stylistic qualities and influence on their development - Significance in history - Influences on later art - Political, economic, social and cultural influences
- 19** **Topic:** Historical and Cultural Context  
**Standard:** Classifies and discusses selected artworks from the Renaissance and Baroque Periods (e.g., Early Renaissance, High Renaissance, Northern Renaissance, Mannerism, Baroque and Rococo): - Stylistic qualities and influences on their development - Significance in history - Influences on later art - Political, economic, social and cultural influences

- 20**     **Topic:** Historical and Cultural Context  
**Standard:** Classifies and discusses selected artworks from the Modern Period (Romanticism, Realism, Expressionism, Pop Art, and Photorealism), looking at these elements: Stylistic qualities and influences on their development, Significance in history, Influences on later art, Political, economic, social, and cultural influences
- 21**     **Topic:** Historical and Cultural Context  
**Standard:** Classifies and discusses examples of non-Western art (Indian, Chinese, Japanese, Oceanic, African, Pre-Columbian, Native American, and Hispanic), looking at these elements: Stylistic qualities and influence on their development, Significance in history, Influences on later art, Political, economic, social, and cultural influences, Function and philosophy of art in the society
- 22**     **Topic:** Historical and Cultural Context  
**Standard:** Recognizes and discusses universal themes of art.

Course: Band

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- 1**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates correct playing position and posture for chosen instrument.
- 2**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates correct breathing, embouchure, articulation, vibrato and technical skills appropriate to the chosen instrument and developmental level.
- 3**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs as part of an ensemble.
- 4**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs class literature to expected competency level.
- 5**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Reads music to the expected competency level of the class.
- 6**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates ability to perform individually, in small groups and as a member of an ensemble.
- 7**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Tunes instrument accurately to appropriate sound sources and/or electronic tuners.
- 8**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates an acceptable level of intonation in playing alone and as part of a group.
- 9**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates correct breathing, embouchure, articulation, characteristic tone, vibrato and technical skills appropriate to the chosen instrument and developmental level.
- 10**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates knowledge of vibrato.
- 11**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates understanding of phrase and melody through performance.
- 12**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes harmonic structure and demonstrates an awareness of its role through performance.
- 13**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes key signatures of performed music and performs appropriate scales and arpeggios from memory.
- 14**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies the timbre of band instruments.

- 15** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates knowledge of music vocabulary necessary for study, rehearsal and performance of music.
- 16** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes tonal balance in relation to tutti, solo/soli passages and lightly scored compositions.
- 17** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses print and nonprint media to access music information.
- 18** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs interpretations of and/or improvisations of music repertoire.
- 19** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates, notates and performs a simple composition for chosen instrument(s) or ensemble.
- 20** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Describes how technology is used to transcribe, edit, compose and perform music on a computer station.
- 21** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Arranges and transcribes melodies for a variety of instruments.
- 22** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Responds appropriately to conducting techniques used by the director.
- 23** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs with characteristic tone quality at the expected competency level.
- 24** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Demonstrates appropriate understanding of form in literature performed.
- 25** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Makes critical judgments about music commensurate with level of musical maturity.
- 26** **Topic:** Historical and Cultural Context  
**Standard:** Identifies and compares performance styles from various historical eras of music.
- 27** **Topic:** Historical and Cultural Context  
**Standard:** Demonstrates knowledge of composers of selected class repertoire and the historical/cultural context of works being performed.
- 28** **Topic:** Historical and Cultural Context  
**Standard:** Performs music from various historical periods with correct style.
- 29** **Topic:** Historical and Cultural Context  
**Standard:** Describes the evolution and history of band instruments.
- 30** **Topic:** Historical and Cultural Context  
**Standard:** Describes awareness of careers in music.
- 31** **Topic:** Historical and Cultural Context  
**Standard:** Identifies the role ethnic performers and composers have played in the evolution of musical style and form.

## Course: Ceramics and Pottery

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- 1** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses preparatory sketches, plans, and produces hand-built and/or wheel-thrown ceramic works inspired by personal experience, social issues, observation of natural world, and research into selected cultures or ceramic artists.

- 2**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proficiency in techniques, such as wedging, pinching, molding, scoring, and joining.
- 3**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates techniques of pottery formation such as pinch, coil, slab, molding, combination, and wheel-throwing.
- 4**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies glazing techniques, such as brushing, dipping, pouring, wax resist, and stencil.
- 5**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses a variety of decorative techniques, such as graffito, wax resist, slip trailing, stencil, and stamping.
- 6**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates a knowledge of the basic glaze chemistry (components of glaze compounds and their functions).
- 7**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates knowledge of firing chemistry processes including bisque, glaze, raku, wood, pit, gas, electricity, oxidation, and reduction.
- 8**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proper care and safe use of ceramic tools, equipment, and materials.
- 9**     **Topic:** Connections  
**Standard:** Identifies and discusses career opportunities related to ceramics.
- 10**    **Topic:** Connections  
**Standard:** Identifies and discusses the development and transfer of higher order thinking skills (e.g., include tolerance of ambiguity, nuanced judgment, complex thinking, finding structure within apparent disorder) used in the analysis, planning, and production of ceramics to practical and to workforce situations.
- 11**    **Topic:** Connections  
**Standard:** Examines the many connections between ceramics and chemistry including glaze chemistry, oxidation and reduction atmospheres, and chemical changes in clay during firing.
- 12**    **Topic:** Connections  
**Standard:** Synthesizes knowledge, appreciation, and respect of diverse cultures and societies from a study of their cultural artifacts (ceramics).
- 13**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Explains how elements of art and principles of design contribute to expressive content and/or formal unity in ceramic work from varied cultures and historical periods.
- 14**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Discusses the characteristics and origins of clay as an art material, its possibilities, and its limitations.
- 15**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Discusses the relationship of form (design, technique, and media) and function in selected ceramic works.
- 16**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Critiques ceramic artworks using the processes of description, analysis, interpretation, and judgment based on evidence observed in artworks.
- 17**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.
- 18**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Discusses aesthetic issues such as: Why are hand-made objects sometimes more desirable than machine-made objects? Is form more important than function? Vice Versa? Equally Important? How do Western pottery aesthetic systems differ from those of other societies (Japanese, Selected Native American, Selected African)? Why has man historically decorated functional ceramics? Is pottery an art form, craft, or both? Why do humans have this innate need to add beauty and meaning to his/her world?

- 19**     **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies and discusses how specific techniques, functions, and styles used in the creation of selected ceramic works affect the design.
- 20**     **Topic:** Historical and Cultural Context  
**Standard:** Identifies, compares, and contrasts major styles of ceramic works, their function in various world cultures, and their role as a visual record of history.
- 21**     **Topic:** Historical and Cultural Context  
**Standard:** Researches, studies, and writes about ceramics from diverse societies via Internet museums, exhibits, and critiques as well as traditional texts and periodicals.
- 22**     **Topic:** Historical and Cultural Context  
**Standard:** Explains the influence of technology on ceramics/pottery production.

## Course: Choral Music

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- 1**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates correct posture for singing.
- 2**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates correct breathing techniques for vocal production.
- 3**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Sings accurate pitches and rhythms.
- 4**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Sings with clear vowel sounds, proper diction and appropriate tone quality.
- 5**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Sings scales and arpeggios and vocalizes from memory.
- 6**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Sings the assigned part in an ensemble, with and without accompaniment.
- 7**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proficiency in sight-reading at the expected competency level.
- 8**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs selected music repertoire at the expected competency level.
- 9**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates ability to perform individually, in small groups, and as a member of an ensemble.
- 10**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs as part of an ensemble.
- 11**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Sings from memory selected music for public performance.
- 12**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Responds appropriately to conducting techniques used by the director.
- 13**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes key signatures and tonality of performed music.
- 14**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies differences in scales and harmonies from aural, and visual examples.

- 15** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates knowledge of form in repertoire.
- 16** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies various types of voices heard in choral performances.
- 17** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates knowledge of music vocabulary necessary for study, rehearsal, and performance of music.
- 18** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies the characteristics of performance styles of music being rehearsed, and performed.
- 19** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses print and nonprint media to locate definitions of musical terms and to translate foreign language texts.
- 20** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Describes how technology is used to transcribe, edit, compose and perform music on a computer station.
- 21** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Interprets meaning of texts in repertoire.
- 22** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes relationship of text to music elements in repertoire (e.g., rhythm, melody, harmony, form, tempo, dynamics, phrase and tonality).
- 23** **Topic:** Historical and Cultural Context  
**Standard:** Explains the importance of contributions of various ethnic cultures to selected repertoire.
- 24** **Topic:** Historical and Cultural Context  
**Standard:** Demonstrates knowledge of composers of selected class repertoire and the historical/cultural context of works being performed.

## Course: Comprehensive

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- 1** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies higher order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation of multiple solutions to visual problems.
- 2** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops skills in using elements and principles to produce aesthetically pleasing compositions and to communicate expressive content
- 3** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops ideas, plans, and produces artworks that serve specific functions: (e.g., expressive, social, and utilitarian).
- 4** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops ideas, plans, and produces artworks (drawing, painting, sculpture, printmaking, computer art, and ceramics/pottery) using a variety of media, tools, and processes.
- 5** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proper care and safe use of tools and materials.
- 6** **Topic:** Connections  
**Standard:** Recognizes the application of higher-order thinking skills in the creation and production of artwork and discusses their transfer to practical and work force situations (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder).
- 7** **Topic:** Connections  
**Standard:** Identifies and discusses the role of the arts in education for the work force (e.g., careers in the arts, development of specific work skills that businesses value).

- 8** **Topic:** Connections  
**Standard:** Discusses art as an avocation with its opportunities for lifelong learning and expression, such as visiting museums, making art, reading or writing about art and artists, buying art, and volunteering in the arts.
- 9** **Topic:** Connections  
**Standard:** Recognizes the role of technology in art production and careers (e.g., the many roles for artists in emerging technology fields, technology as an artist's tool much like a brush or pencil, the technology industry's need for individuals who can combine art skills, computer skills and complex thinking skills needed in the work force, and the importance of visual imagery in emerging technology, such as Internet, CD applications, and computer training).
- 10** **Topic:** Connections  
**Standard:** Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks.
- 11** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Analyzes artists' use of the art elements and principles of design to communicate expressive content or ideas.
- 12** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Compares and contrasts two art reviews or critiques to analyze the viewpoints (main idea) of the writers citing statements within the sources.
- 13** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Interprets the content of objective (representational), abstract, and nonobjective artworks and discusses why artists might choose to work in each style.
- 14** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies and analyzes the effect media and techniques have on the expressive and formal content of an artwork.
- 15** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Critiques artwork using the processes of description, analysis, interpretation, and judgment based on evidence observed in artwork.
- 16** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.
- 17** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Expands, enhances, and develops personal answers to aesthetic questions such as: What is aesthetics? What is the purpose of art? Why is art important to society? Why is it important for non-artists to study art? Why do people have differing responses to art? Why is there value in listening to and responding to others' reactions to art? Can good art be about unpleasant topics?
- 18** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Develops and supports judgments of artworks based on specific aesthetic theories (e.g., Formalism, Expressionism, Imitationalism, and Functionalism).
- 19** **Topic:** Historical and Cultural Context  
**Standard:** Identifies selected major artists and artworks (Western and Non-Western), analyzes their historical and/or cultural significance, and evaluates the influence of historical factors on their development.
- 20** **Topic:** Historical and Cultural Context  
**Standard:** Identifies, compares, and contrasts major styles of art and their distinguishing characteristics.
- 21** **Topic:** Historical and Cultural Context  
**Standard:** Evaluates through expository or creative writing the role of arts and artifacts as a) a visual record of humankind's cultural, political, scientific, and religious history b) a vehicle for gaining knowledge and understanding another culture
- 22** **Topic:** Historical and Cultural Context  
**Standard:** Compares and contrasts purposes and functions of art in our society and other societies, both past and present.

## Course: Computer Arts

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- 1**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses a wide range of paint and image processing programs to create computer art.
- 2**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses a wide range of digital techniques to produce art that: imitates the real world (Realism/Imitationalism), is concerned with design and composition (Formalism), expresses a feeling or emotion (Emotionalism/Expressionalism), communicates an idea or concept (Functionalism/Social Commentary).
- 3**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses appropriate computer software and hardware to develop ideas and sketches for creations in other art media.
- 4**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Combines digital images with traditional art media.
- 5**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Produces a related series of digital images that are based on: students' imported art works and images created within the computer.
- 6**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proper use and care of computer equipment and materials.
- 7**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops and applies basic computer knowledge such as file management, file formats, import devices, and capabilities of vector versus bitmapped software.
- 8**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Produces digital imagery that exploits the computer's ability to combine verbal and visual communication.
- 9**     **Topic:** Connections  
**Standard:** Recognizes the role of computer technology in art production and careers (e.g., the many roles of artists in emerging technology fields, the computer as an artist's tool much like a brush or pencil, the importance of visual imagery in emerging technology, the increasing demand for individuals who can combine art skills, computer skills, and complex thinking skills critically needed in the work force).
- 10**    **Topic:** Connections  
**Standard:** Recognizes the application of higher order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure from apparent disorder) in the creation and production of digital artwork and discusses their transfer to real life and work force situations.
- 11**    **Topic:** Connections  
**Standard:** Identifies how computer art is used in many facets of society from production of consumable items to mass media.
- 12**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Analyzes and evaluates the use of elements of art and principles of design in computer-generated (digital) images.
- 13**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies additive colors which comprise the basic palette of the computer display and subtractive colors which comprise the basic palette of the printing process.
- 14**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies how the artist's choices, technique, and style interrelate to produce an intended expression in digital artwork.
- 15**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Critiques digital art using the processes of description, analysis, interpretation, and judgment based on evidence observed in the artwork.

- 16** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.
- 17** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Discusses issues related to electronic technology and visual arts (e.g., Can the computer be used to produce "fine art"? What is the relationship between traditional printmaking and digital art? What ethics apply to copyright issues, computer art, and the Internet? What are the potentials and dangers of electronic technologies' effect on human interaction, communication, and expression? What are the relationships between the "language" of electronic media, such as image, sound, movement, and the arts? and How do arts serve to balance the use of technology in daily life?).
- 18** **Topic:** Historical and Cultural Context  
**Standard:** Researches and discusses important turning points in the evolution of the computer.
- 19** **Topic:** Historical and Cultural Context  
**Standard:** Researches and writes about selected computer artists and artworks emphasizing their cultural significance, stylistic qualities, and historical references, using these following resources: Internet museums, exhibits, reviews, critiques, periodicals, books, local museums and galleries, videos, and CD ROMs.
- 20** **Topic:** Historical and Cultural Context  
**Standard:** Recognizes and analyzes examples of digital art in print and broadcast media.
- 21** **Topic:** Historical and Cultural Context  
**Standard:** Describes examples of current trends in the field of computer art/design/graphics.

## Course: Crafts

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- 1** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Produces craft objects using knowledge of the elements of art and principles of design, characteristics of the medium, predetermined combinations of aesthetic and functional requirements, technical skills involved in good craftsmanship, a variety of construction, and decoration techniques and processes.
- 2** **Topic:** Historical and Cultural Context  
**Standard:** Applies and recognizes the use of higher-order thinking skills (e.g., include tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation of multiple solutions to visual problems in the crafts.
- 3** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Demonstrates and applies knowledge of computer technology in production of crafts, such as pattern design for weaving fabrics, preparatory sketches, and record keeping.
- 4** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates safe and responsible use of tools and materials.
- 5** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Relates crafts to folklore of a wide range of cultures.
- 6** **Topic:** Historical and Cultural Context  
**Standard:** Evaluates through expository or creative writing the role of arts and artifacts as a visual record of humankind's cultural, political, scientific, and religious history.
- 7** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Explores career opportunities in craft-related industries, such as the jewelry industry, fashion industry, textile industry, interior design, and studio art.
- 8** **Topic:** Historical and Cultural Context  
**Standard:** Explores lifelong avocational opportunities in the crafts, such as producing, visiting museums and galleries, teaching, volunteering, collecting, reading, and writing about crafts.

- 9**      **Topic:** Connections  
**Standard:** Recognizes the application of higher order thinking skills (e.g., include tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation and production of crafts and discusses their transfer to real life and work force situations.
- 10**     **Topic:** Connections  
**Standard:** Identifies and describes visual and tactile qualities (elements of art and principles of design) that exist in crafts from varied societies and analyzes how they communicate expressive content.
- 11**     **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies and discusses media, techniques, and processes used to create crafts.
- 12**     **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Classifies themes observed in crafts from varied societies throughout history.
- 13**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Examines the functions of crafts from diverse cultures and times and evaluates their role in society.
- 14**     **Topic:** Connections  
**Standard:** Critiques crafts using the processes of description, analysis, interpretation, and judgment based on evidence observed in artworks.
- 15**     **Topic:** Connections  
**Standard:** Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.
- 16**     **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Formulates ideas about crafts-related aesthetic issues such as form vs. function, mankind's pervasive need to decorate objects in the environment and for personal adornment, the appeal of hand-made versus machine-made objects, ethical issues involved in the collection and exhibit of craft artifacts for museums, the lines between art, fine crafts, and home industry mass production, placing monetary value on fine crafts, folk crafts, and outsider art.
- 17**     **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Defines and discusses the use of the terms, fine crafts, folk crafts, and outsider art.
- 18**     **Topic:** Historical and Cultural Context  
**Standard:** Examines changes in the role of crafts in primitive through modern societies.
- 19**     **Topic:** Historical and Cultural Context  
**Standard:** Explains the influences of cultural factors upon the development of crafts from different societies.
- 20**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Distinguishes among crafts from major cultural areas of the world, including Europe, Africa, Latin America, North America, and Asia and from different periods in time.
- 21**     **Topic:** Connections  
**Standard:** Researches and writes about diverse fine crafts, folk crafts, and outside art using the resources of the Internet museums, exhibits, review, critiques, periodicals, texts, local museums and galleries, videos, and CD-ROMs.

## Course: Dance

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- 1**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates refined understanding of warm-up sequences characteristic of a specific dance technique.
- 2**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies health issues important to dance training.
- 3**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes and uses dance as a means of physical fitness and wellness.

- 4**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates coordination, flexibility, and strength.
- 5**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates a comprehensive understanding of the elements of movement and dance technique principles.
- 6**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proficiency in the use of dance terminology through physical, written, and oral expression.
- 7**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Describes and demonstrates aesthetic qualities particular to various styles of dance.
- 8**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates positive work habits and self-discipline through the design and completion of individual and collaborative dance projects.
- 9**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates technical proficiency in the performance of a variety of dance styles.
- 10**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops artistry and individuality of expression through various dance styles.
- 11**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Illustrates choreographic versatility through experimentation with different movement approaches.
- 12**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Utilizes more complex principles of the choreographic process through manipulation of movement (e.g., retrograde, motif, development, and canon).
- 13**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates and defends a complete choreographic work.
- 14**    **Topic:** Connections  
**Standard:** Demonstrates the ability to incorporate technological resources into a dance context.
- 15**    **Topic:** Connections  
**Standard:** Integrates dance with other arts, sciences, and humanities.
- 16**    **Topic:** Connections  
**Standard:** Explores various careers in dance and dance-related fields.
- 17**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Creates and analyzes dance compositions including forms of narrative collage, ABA, abstraction, theme, and development.
- 18**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Observes and critiques dance performances applying principles of dance criticism, terminology, and historical cultural perspectives.
- 19**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Understands and communicates the mutual relationship between dance and human experience.
- 20**    **Topic:** Historical and Cultural Context  
**Standard:** Researches and presents in oral or written format an understanding of dance as a means of expressing a culture's values, religious tradition, social mores, and historical periods.
- 21**    **Topic:** Historical and Cultural Context  
**Standard:** Represents a comprehensive understanding of the historical development of Western theatrical dance.
- 22**    **Topic:** Historical and Cultural Context  
**Standard:** Compares and contrasts two forms of non-Western dance.

## Course: Drawing

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- 1**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops ideas, plans, and produces artworks that serve specific functions (e.g., expressive, social, and utilitarian).
- 2**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates drawings using the elements of art and principles of design for compositions expressing an intended meaning and/or specific visual effects.
- 3**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies higher-order thinking skills (e.g., nuanced judgment, tolerance of ambiguity, complex thinking, finding structure in apparent disorder) in the creation of multiple solutions to drawing problems and discusses their transfer to real life and work force situations.
- 4**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Synthesizes and applies knowledge of the computer as a drawing tool by creating drawings, importing, and altering drawings created in traditional media, and generating images for mixed media drawings.
- 5**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses a wide variety of media, tools and processes, and techniques to create drawings that imitate the real world (Realism), are concerned with design and composition (Formalism), express a feeling or emotion (Expressionism/Emotionalism).
- 6**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Produces representational, abstract, and nonobjective drawings using a variety of techniques including gesture, contour, value to model form (rendering, hatching, wash), traditional, and innovative drawing media.
- 7**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proper care and safe use of materials and tools.
- 8**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies, describes, and applies techniques that portray three-dimensional space on a two-dimensional surface.
- 9**     **Topic:** Connections  
**Standard:** Identifies and discusses the role of drawing in developing life skills and educating for the work force careers which require drawing skills, the role of art education in developing life skills and skills that businesses value, drawing as an avocation, drawing as a communication tool.
- 10**    **Topic:** Connections  
**Standard:** Examines the relationship between visual arts and other disciplines, such as anatomy and figure drawing, dance and gesture drawing, color theory and science, drawing illustrations and design in digital communications, and the Internet and broadcast media.
- 11**    **Topic:** Connections  
**Standard:** Applies concepts and ideas from other disciplines and their topics as sources of ideas for own artwork.
- 12**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Analyzes the effect of subject matter, technique, and medium on the expressive quality of drawings.
- 13**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Critiques drawings using the processes of description, analysis, interpretation, and judgment.
- 14**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Analyzes drawings by significant artists and synthesizes information gained into the production of drawings that express mood, motion, and energy.
- 15**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.

- 16** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Makes informed responses by relating own drawings to drawings by major contemporary and traditional artists.
- 17** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Develops and applies appropriate criteria for making aesthetic judgments about a wide range of objective, abstract, and nonobjective drawings.
- 18** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Begins to develop and describe artistic voice (own style, approach to art, and personal messages to communicate).
- 19** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Expands personal answers to questions; e.g., What is art (drawings)? What is the role of art (drawings) in society? Can digital drawings be fine art?
- 20** **Topic:** Historical and Cultural Context  
**Standard:** Researches, analyzes, and writes about diverse drawings and artists through Internet museums, exhibits, reviews and critiques, periodicals, texts, local museums, and galleries.
- 21** **Topic:** Historical and Cultural Context  
**Standard:** Identifies, compares, and contrasts drawings by significant artists from different historical periods, art styles, and world cultures.
- 22** **Topic:** Historical and Cultural Context  
**Standard:** Explains the influences of historical and social factors on the development of selected drawings.

## Course: Fundamentals of Drama

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- 1** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Reviews and expands drama/theatre terms.
- 2** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Portrays characters based on social, physical, and emotional dimensions.
- 3** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates characters, situations, and environments based on images.
- 4** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses improvisations to explore plot, theme, and character.
- 5** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies movement techniques for characterization such as facial expression, gestures, postures, mannerisms, and character analysis.
- 6** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and uses the nine areas of the stage.
- 7** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates effective use of stage by exploring through the movement process.
- 8** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses emotional and sensory recall and observation skills to create characters and environments.
- 9** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies vocal techniques (pitch, rate, articulation, volume, breath support and relaxation) to develop a character.

- 10** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Collaborates successfully on all aspects of theatre arts.
- 11** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Explains the role and responsibilities of the director in theatre.
- 12** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Lists and defines careers in theatre.
- 13** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates research skills to support theatre arts activities.
- 14** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and applies dramatic elements of plot, theme, language, and music.
- 15** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Functions as the playwright by writing monologues, dialogues, and/or short scripts.
- 16** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Generates writings based on personal experience, imagination, literature, history, and heritage.
- 17** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes the role and responsibilities of the designer to theatre, including scenic design, props, costumes, makeup, sound, lighting, and special effects.
- 18** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Designs simple technical elements for theatrical productions or activities.
- 19** **Topic:** Connections  
**Standard:** Explores and analyzes how the use of sound, music, art and lighting changes and enhance theatrical presentations.
- 20** **Topic:** Connections  
**Standard:** Analyzes and explains similar themes among theatre and other arts.
- 21** **Topic:** Connections  
**Standard:** Combines elements of other disciplines to create theatre arts.
- 22** **Topic:** Connections  
**Standard:** Selects and uses existing technology to enhance all aspects of theatre arts.
- 23** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Participates responsibly and actively in the role of the audience.
- 24** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Generates and uses terminology and outline for critiquing theatre presentations.
- 25** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Describes how theatre reflects life.
- 26** **Topic:** Historical and Cultural Context  
**Standard:** Identifies and analyzes plays and dramas that are culturally diverse.
- 27** **Topic:** Historical and Cultural Context  
**Standard:** Analyzes and explains theatre from different cultures.
- 28** **Topic:** Historical and Cultural Context  
**Standard:** Identifies and analyzes plays and dramas that are representative of historical periods.

## Course: Graphic Design

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- 1**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops ideas, plans, and produces graphic designs that serve varied commercial purposes.
- 2**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops skills in using the elements of art and the principles of design to produce aesthetically pleasing compositions and to communicate expressive content.
- 3**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies and recognizes the use of higher-order thinking skills (e.g., tolerance for ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation of multiple solutions to graphic problems.
- 4**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Produces a graphic design that uses type and illustration to communicate to a predetermined audience.
- 5**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Practices responsible and safe use of tools and materials.
- 6**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes and applies the knowledge that designers often use: defining the problem, developing multiple ideas, elaborating and refining selected ideas, and finally giving form to the idea with art media.
- 7**     **Topic:** Connections  
**Standard:** Recognizes the application of higher-order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, finding structure in apparent disorder) in the creation and production of graphic design and discusses their transfer to life and work situations.
- 8**     **Topic:** Connections  
**Standard:** Identifies and discusses the role of graphic design in education for careers in graphic arts, e.g., illustrator, art director, graphic designer, and development of specific work skills that businesses value.
- 9**     **Topic:** Connections  
**Standard:** Evaluates educational opportunities in the graphic arts and prepares a portfolio of original graphic designs.
- 10**    **Topic:** Connections  
**Standard:** Applies a variety of writing skills in creating copy for graphic design products.
- 11**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Analyzes and evaluates the use of the elements of art and principles of design to communicate expressive content and/or ideas in graphic design.
- 12**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Selects and applies criteria appropriate for the evaluation of specific graphic/commercial designs.
- 13**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies and analyzes the effect that media and techniques have on the creation of graphic design.
- 14**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Critiques graphic design using the processes of description, analysis, interpretation, and judgment based on evidence observed in the artworks.
- 15**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.
- 16**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Discusses the relationship of commercial art and fine art.

- 17**     **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Develops and supports judgments about graphic arts based on specific aesthetic theories: Formalism, Expressionism, Imitationalism, and Functionalism.
- 18**     **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Differentiates between judgments of graphic (commercial) design based on personal preferences and those based on critical analysis and cites specific qualities within the work that elicit response.
- 19**     **Topic:** Historical and Cultural Context  
**Standard:** Compares and contrasts purposes and functions of graphic design in our society and other societies both past and present.
- 20**     **Topic:** Historical and Cultural Context  
**Standard:** Identifies, compares, and contrasts major styles of graphic design and their distinguishing characteristics.
- 21**     **Topic:** Historical and Cultural Context  
**Standard:** Recognizes the influence of art including Fauvism, Impressionism, Cubism, Minimalism, and Abstract Expressionism, on selected graphic designs.
- 22**     **Topic:** Historical and Cultural Context  
**Standard:** Researches and analyzes diverse graphic designs via Internet, periodicals, texts, and videos.

Course: Guitar

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- 1**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proficiency in sight-reading at the expected competency level.
- 2**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates correct positioning and posture for the instrument.
- 3**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates correct fingering techniques and hand and arm motion.
- 4**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs class repertoire to expected competency level.
- 5**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates the ability to perform individually and as a member of an ensemble.
- 6**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates an increasing awareness of intonation and tunes instrument (guitar) with assistance.
- 7**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs appropriate scales and arpeggios from memory.
- 8**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs melodies with appropriate phrasing and articulation.
- 9**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates knowledge of formal structure of class repertoire.
- 10**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes from notation the tonality of music performed in the class.
- 11**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes chordal structure (major, minor, augmented, and diminished) and relates it to key and scale.
- 12**    **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates knowledge of music vocabulary necessary for study, rehearsal, and performance of music.

- 13**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses print and nonprint media to locate information about music and musicians.
- 14**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Improvises a melody from a given range of pitches, rhythms, and chords or chord progressions.
- 15**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates, notates, and performs an original melody for guitar/piano.
- 16**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Describes how technology is used to transcribe, edit, compose, and perform music on a computer station.
- 17**     **Topic:** Historical and Cultural Context  
**Standard:** Demonstrates knowledge of composers of selected repertoire and the historical/cultural context of works being performed.
- 18**     **Topic:** Historical and Cultural Context  
**Standard:** Explains the evolution and history of guitar or piano.
- 19**     **Topic:** Historical and Cultural Context  
**Standard:** Identifies music careers.

## Course: Music Appreciation

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- 1**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Describes how technology is used to transcribe, edit, compose and perform music on a computer station.
- 2**     **Topic:** Connections  
**Standard:** Integrates many elements of study and knowledge of music, other art forms, and other curriculum areas and related use of technology.
- 3**     **Topic:** Connections  
**Standard:** Demonstrates an aesthetic understanding of music and its relationship to the other arts.
- 4**     **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Listens to music or examines scores to describe the elements (rhythm, melody, harmony, form, dynamics, and timbre) of music from developmentally appropriate selections.
- 5**     **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Listens to and describes musical genres from appropriate examples of vocal and instrumental music.
- 6**     **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Analyzes and makes critical judgments about music.
- 7**     **Topic:** Historical and Cultural Context  
**Standard:** Demonstrates knowledge of the historical and cultural context of Renaissance, Baroque, Classical, Romantic, Impressionist, and 20th century music.
- 8**     **Topic:** Historical and Cultural Context  
**Standard:** Recognizes the various roles of music in society.
- 9**     **Topic:** Historical and Cultural Context  
**Standard:** Uses print and nonprint media to locate information about music and musicians.
- 10**    **Topic:** Historical and Cultural Context  
**Standard:** Demonstrates proper audience etiquette.

## Course: Music Theory and Composition I

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- 1**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates a knowledge of scale patterns, intervals, chord progressions and musical forms.
- 2**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proficiency in melodic and rhythmic dictation.
- 3**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proficiency in sight-reading.
- 4**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates knowledge of the relationship between the piano keyboard and musical notation.
- 5**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proficiency in arranging musical compositions for instruments or voices.
- 6**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates short musical compositions in a variety of forms.
- 7**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates musical compositions incorporating instrumental, vocal, and electronic media.
- 8**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates simple accompaniments.
- 9**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Describes how technology is used to transcribe, edit, compose, and perform music on a computer station.
- 10**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Analyzes and evaluates musical compositions of the class.
- 11**    **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Analyzes musical compositions from a variety of styles.

## Course: Musical Theatre

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- 1**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates and applies personal responsibility standards in all aspects of musical theatre.
- 2**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops and analyzes definitions of musical theatre, theatre, and music.
- 3**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Lists and defines aspects of musical theatre including music, dance, song, story, and design (See Theatre Arts glossary).
- 4**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and uses appropriate music, theatre, and musical theatre vocabulary and terms in classes, rehearsals, and performances (See Theatre Arts glossary).
- 5**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and applies the dramatic elements (plot, theme, character, language, spectacle, and music).
- 6**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and applies the basic elements of music: melody, expression, harmony, rhythm, and timbre.

- 7 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and explains the basic elements of dance as applied to musical theatre.
- 8 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and explains the role of the director, technical designers, conductor, musical director, and choreographer as applied to musical theatre.
- 9 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Analyzes the role of the accompanist and orchestra/band musician in musical theatre.
- 10 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Comprehends and analyzes the role of the technician/producer and manager in musical theatre.
- 11 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies works of musical theatre and their creators.
- 12 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Analyzes the function of the composer, lyricist, and "book" writer in musical theatre.
- 13 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and demonstrates correct vocal production (singing) techniques including support, tonality, diction, blending, posture, and projection as applied to musical theatre.
- 14 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and discriminates soprano, alto, tenor, and bass vocal lines.
- 15 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs successfully in vocal (singing) presentation either as an individual (solo), group (duet), or ensemble (group).
- 16 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Lists and explains areas of technical production as applied to musical theatre.
- 17 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Evaluates the elements of technical theatre and design and their effect on actors, directors, and musicians.
- 18 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies collaborative skills in musical theatre activities and productions.
- 19 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recalls and uses past emotional and sensory experiences to create a character in musical theatre activities.
- 20 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies observation, movement, and imagination to create a character in musical theatre activities.
- 21 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and applies appropriate vocal (acting) techniques of pitch, rate, articulation, volume, intensity, projection, and support to create a character in musical theatre.
- 22 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates a character based on social and emotional dimensions found in musical theatre, particularly in tune with classical musical theatre (e.g., the romantic lead).
- 23 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses stage areas effectively in blocking and in accepting direction in musical theatre.
- 24 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and practices appropriate dance preparation and performance techniques as applied to musical theatre.
- 25 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Comprehends and analyzes dramatic texts as basis for musical theatre presentations.

- 26** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Assesses and explains discipline, knowledge, skills, and education required for career preparation in musical theatre.
- 27** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Locates and uses available resources for musical theatre activities and performances.
- 28** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies movement techniques for character in musical theatre activities and performances.
- 29** **Topic:** Connections  
**Standard:** Analyzes and explains similar themes, content, and elements among other arts forms and musical theatre.
- 30** **Topic:** Connections  
**Standard:** Uses elements of other academic disciplines to create musical theatre.
- 31** **Topic:** Connections  
**Standard:** Uses existing technology equipment and resources for musical theatre activities and performances.
- 32** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Evaluates a musical theatre production based on established criteria.
- 33** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Responds to and assesses musical theatre as a reflection of human experience.
- 34** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Makes choices in musical theatre activities and performances based on finances and demands.
- 35** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes the role and responsibilities of the audience as an integral part of musical theatre.
- 36** **Topic:** Historical and Cultural Context  
**Standard:** Identifies and reports on styles and themes of theatre, music, and dance as applied to musical theatre.
- 37** **Topic:** Historical and Cultural Context  
**Standard:** Analyzes and explains theatre, music, and dance from other cultures.
- 38** **Topic:** Historical and Cultural Context  
**Standard:** Recognizes and explains the influences of heritage, culture, and historical periods on musical theatrical styles.
- 39** **Topic:** Historical and Cultural Context  
**Standard:** Defines and applies cultural and social elements to coordinate with dance, musical, and theatrical style of musical theatre.
- 40** **Topic:** Historical and Cultural Context  
**Standard:** Investigates and reports musical theatre styles and trends throughout history in a social and cultural context.

## Course: Painting

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- 1** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops ideas, plans, and produces original paintings from these content areas: observation experiences, imagination, and emotions.
- 2** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops ideas, plans, and produces paintings that emphasize selected elements of art and principles of design.

- 3** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates use of color theory (hue, intensity, value, and color schemes) to create expressive qualities in paintings and to portray subjects in different lighting conditions.
- 4** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Experiments with tools, media (including computer paint programs), and methods of paint application to create a variety of painting effects.
- 5** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses spatial concepts to create the illusion of depth in paintings.
- 6** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes that painters use a problem-solving process (e.g., conceiving an idea, elaborating and refining it, giving form to the idea with paint media, evaluating the result, and then beginning the process again) to create and applies that process in own artwork.
- 7** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates and applies knowledge of computer technology in painting, such as paint programs, importing and altering own paintings, and use of own digital art in mixed media paintings.
- 8** **Topic:** Connections  
**Standard:** Relates color theory to science and discusses difference between pigment and light color theories.
- 9** **Topic:** Connections  
**Standard:** Applies concepts and ideas from other disciplines as sources of ideas for own artworks.
- 10** **Topic:** Connections  
**Standard:** Evaluates through expository or creative writing the role of paintings as a visual record of humankind's cultural, political, scientific, and religious history.
- 11** **Topic:** Connections  
**Standard:** Recognizes the application of higher-order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation and production of paintings and discusses their transfer to practical and workforce situations.
- 12** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Describes how the elements of art and the principles of design function to create selected expressive and/or visual qualities.
- 13** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes and describes the content of objective, abstract, and nonobjective paintings.
- 14** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Critically analyzes paintings using the processes of description, analysis, interpretation, and judgment based on evidence observed in the work.
- 15** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.
- 16** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Compares and contrasts paintings that are similar and those that are different in style.
- 17** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Makes informed aesthetic responses by relating his/her own paintings to work by major artists.
- 18** **Topic:** Historical and Cultural Context  
**Standard:** Recognizes and discusses selected major paintings, artists, and styles from diverse historical periods of world cultures.
- 19** **Topic:** Historical and Cultural Context  
**Standard:** Determines the influences of historical, social, and religious factors on the development of paintings.

- 20** **Topic:** Historical and Cultural Context  
**Standard:** Compares the roles of a painter in contemporary society with the historical roles of the painter in world societies.
- 21** **Topic:** Historical and Cultural Context  
**Standard:** Researches and analyzes diverse paintings through Internet museums, exhibits, reviews and critiques, periodicals, texts, local museums, and galleries.

## Course: Photography

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- 1** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops ideas, plans, and produces a series of photographs within constraints of selected problems with emphasis on particular elements of art and principles of design; emphasis on a particular function; and emphasis on a particular idea, concept, or emotion.
- 2** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Produces photographs from a variety of objective, abstract, and nonobjective subjects and content.
- 3** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Produces a series of systematically altered digital photographs that are based on student's imported photographs and on images created within the computer.
- 4** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates safe and proper use of photographic tools and processes.
- 5** **Topic:** Connections  
**Standard:** Recognizes the many connections between photography, science, and mathematics, such as light and color theory, anatomy of the eye and the camera, f-stop shutter ratios, and aperture-distance ratios.
- 6** **Topic:** Connections  
**Standard:** Recognizes the role of computer technology in photography careers and production such as the many roles for artists in emerging technological fields; the computer as an artist's tool much like the brush or pencil; the importance of visual imagery in emerging technology; the increasing demand for individuals who can combine photography/art skills; complex thinking and computer skills.
- 7** **Topic:** Connections  
**Standard:** Recognizes the application of higher-order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation and production of photographs and discusses their transfer to life and work situations.
- 8** **Topic:** Connections  
**Standard:** Identifies and discusses artistic and commercial career opportunities in the field of photography and the role of photography as an avocation.
- 9** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Compares and contrasts photographers' use of the elements of art and principles of design or combination of both to communicate expressive content or ideas.
- 10** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Interprets the content of objective, abstract, and nonobjective photographs and discusses why photographers might choose to work in each style.
- 11** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Explains how the artist's choices in technique, media, and style interrelate to produce a particular expressive content in selected photographs.
- 12** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Compares two or more photographs of similar style and identifies those qualities that relate to the artworks.
- 13** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Makes informed aesthetic responses by relating their own photographs to photographs by major 20th-century photographers.

- 14**      **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.
- 15**      **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Discusses aesthetic issues related to computer art and photography (e.g., When is a photograph art and when is it a personal record of one's life? Can the computer be used to produce photographic imagery? What is the relationship between traditional photography and digital photography? What ethics apply to copyright issues, digital art, photography, and the Internet?)
- 16**      **Topic:** Historical and Cultural Context  
**Standard:** Evaluates the influences of historical and social factors upon the development of selected photographs and equipment.
- 17**      **Topic:** Historical and Cultural Context  
**Standard:** Identifies, compares, and contrasts major styles of photography and their distinguishing characteristics.
- 18**      **Topic:** Historical and Cultural Context  
**Standard:** Identifies and discusses selected artists who have contributed to the development of photography and evaluates the influence of historical factors on their significance.
- 19**      **Topic:** Historical and Cultural Context  
**Standard:** Explains the changes in photography brought about by new technology and media.

Course: Piano

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- 1**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proficiency in sight-reading at the expected competency level.
- 2**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates correct positioning and posture for the instrument.
- 3**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates correct fingering techniques and hand and arm motion.
- 4**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs class repertoire to expected competency level.
- 5**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates the ability to perform individually and as a member of an ensemble.
- 6**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates an increasing awareness of intonation and tunes instrument (guitar) with assistance.
- 7**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs appropriate scales and arpeggios from memory.
- 8**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs melodies with appropriate phrasing and articulation.
- 9**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates knowledge of formal structure of class repertoire.
- 10**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes from notation the tonality of music performed in the class.
- 11**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes chordal structure (major, minor, augmented, and diminished) and relates it to key and scale.

- 12** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates knowledge of music vocabulary necessary for study, rehearsal, and performance of music.
- 13** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses print and nonprint media to locate information about music and musicians.
- 14** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Improvises a melody from a given range of pitches, rhythms, and chords or chord progressions.
- 15** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates, notates, and performs an original melody for guitar/piano.
- 16** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Describes how technology is used to transcribe, edit, compose, and perform music on a computer station.
- 17** **Topic:** Historical and Cultural Context  
**Standard:** Demonstrates knowledge of composers of selected repertoire and the historical/cultural context of works being performed.
- 18** **Topic:** Historical and Cultural Context  
**Standard:** Explains the evolution and history of guitar or piano.
- 19** **Topic:** Historical and Cultural Context  
**Standard:** Identifies music careers.

## Course: Printmaking

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- 1** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses a wide variety of media and techniques to create prints that imitate the real world (Realism), are concerned with design and composition (Structuralism/Formalism), express a feeling or emotion (Emotionalism/Expressionism), explore new technology for printmaking, such as computers, scanners and copy machines.
- 2** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops ideas, plans, and produces editions of prints that serve specific functions (e.g., expressive, social, and functional).
- 3** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Produces prints from a variety of objective, abstract, and nonobjective subjects and content.
- 4** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies higher-order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, finding structure in apparent disorder) in the creation of multiple solutions to printmaking problems and discusses their transfer to practical and work force situations.
- 5** **Topic:** Connections  
**Standard:** Recognizes the role of computer technology in art production and careers (e.g., the many roles for artists in emerging technology fields, the computer as an artist's tool much like a brush or pencil, the importance of visual imagery in emerging technology, the increasing demand for individuals who can combine art skills, computer skills, and complex thinking skills critically needed in the work force).
- 6** **Topic:** Connections  
**Standard:** Relates art with social studies by reviewing history connected to and reflected in prints from different periods of history.
- 7** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Describes and distinguishes among printmaking processes, such as lithography, relief, intaglio, serigraphy, and monoprint.
- 8** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Compares and contrasts the way printmakers have used the elements of art and principles of design to communicate specific expressive content or ideas.

- 9** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes and describes the content of objective, abstract, and nonobjective prints.
- 10** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Analyzes how medium, technique, and style interrelate to produce particular expressive content in prints.
- 11** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.
- 12** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Develops and applies appropriate criteria for making aesthetic judgments about a wide range of prints.
- 13** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Begins to develop and describe artistic voice (own style, approaches to printmaking, personal messages to communicate).
- 14** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Justifies personal responses to objective, abstract, and nonobjective prints citing those specific qualities within the print that elicit the response.
- 15** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Discusses aesthetics issues related to technology such as: Can the computer be used to produce "fine art" prints? What is the relationship between traditional printmaking and digital art? What ethics apply to copyright issues, computer art, and the Internet?.
- 16** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Develops a degree of expertise in learning to make informed aesthetic responses by relating own prints to those of major 19th- and 20th- century printmakers.
- 17** **Topic:** Historical and Cultural Context  
**Standard:** Identifies and discusses historical periods and world cultures in which selected prints were produced.
- 18** **Topic:** Historical and Cultural Context  
**Standard:** Compares prints of contemporary and past societies to ascertain the similarities and differences in processes, tools, styles, and content and function.
- 19** **Topic:** Historical and Cultural Context  
**Standard:** Identifies, compares, and contrasts significant printmakers from different historical periods and world cultures, such as Hokusai, Rembrandt, and Kollwitz.
- 20** **Topic:** Historical and Cultural Context  
**Standard:** Researches, analyzes, and writes about diverse examples of printmaking using Internet museums, exhibits, reviews and critiques, periodicals, texts, local museums, and galleries.

## Course: Sculpture

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- 1** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Produces sculpture within constraints of selected problems, such as emphasis on positive and negative space, emphasis on particular elements of art and principles of design, and emphasis on sculpture that serves a specific function (expressive, social, and utilitarian).
- 2** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses additive, subtractive, and modeling techniques to produce a variety of sculpture, including relief and in-the-round.
- 3** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes that sculptors often use a problem-solving process (e.g., conceiving an idea, elaborating and refining it, giving form to the idea with art media, evaluating the result, and then beginning the process again) to create sculpture and applies that process in own work .

- 4 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies higher-order thinking skills (examples include tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure from apparent disorder) in the creation of multiple solutions to visual problems and discusses their transfer to practical and to work force situations.
- 5 **Topic:** Connections  
**Standard:** Evaluates through expository or creative writing the role of sculpture as a visual record of humankind's cultural, political, scientific, and religious history.
- 6 **Topic:** Connections  
**Standard:** Recognizes how artists use various forms of technology, such as digital images, video and other emerging technology, to create sculpture and to achieve an intended meaning.
- 7 **Topic:** Connections  
**Standard:** Applies concepts and ideas from other disciplines and their topics as sources of ideas for own artwork.
- 8 **Topic:** Connections  
**Standard:** Makes connections between other disciplines and sculpture, such as the study of anatomy; the chemistry and physics involved in sculptural processes; similarities between sculpture and dance, theater, and music of the same historical period.
- 9 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Explains how elements of art and principles of design contribute to a sculpture's expressive content and/or formal qualities.
- 10 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies and discusses specific media and techniques used in the creation of sculpture.
- 11 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Justifies personal emotional responses to a sculpture citing qualities within the work that elicit the response. Also differentiates between judgments based on personal preference and those based on critical analysis.
- 12 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.
- 13 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Compares the viewpoints of tribal and primitive societies for whom "sculpture" (art) is not separated from daily life with those of Western society in which sculpture is classified as art.
- 14 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Develops and supports judgments of sculpture based on specific aesthetic stances (e.g., Formalism, Expressionism, Emotionalism, Imitationalism, and Functionalism).
- 15 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Makes informed aesthetic responses by relating his/her own sculptures to work by major artists (sculptors).
- 16 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Explains the relationship of decorative and functional qualities in sculptures.
- 17 **Topic:** Historical and Cultural Context  
**Standard:** Identifies and explains major styles of sculpture and their development.
- 18 **Topic:** Historical and Cultural Context  
**Standard:** Identifies selected major sculptures (Western and non-Western), analyzes their historical and/or cultural significance, and evaluates the influence of historical factors on their development.

## Course: String Orchestra

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- 1 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates correct playing position and posture for chosen instrument.

- 2**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates correct pizzicato, bowing, and left hand techniques appropriate to chosen instrument and developmental level.
- 3**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Participates effectively as a member of performing ensembles.
- 4**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates knowledge of positions and shifting on chosen instrument, at the expected competency level.
- 5**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs selected music repertoire at the expected competency level.
- 6**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs at the expected competency level.
- 7**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Tunes instrument accurately to appropriate sound sources and/or electronic tuners.
- 8**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates an acceptable level of intonation in playing alone and as part of the total group.
- 9**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs with characteristic tone quality at the expected competency level.
- 10**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs vibrato on chosen instrument at the expected competency level.
- 11**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates knowledge of phrase and melody through performance.
- 12**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes harmonic structure and demonstrates an awareness of its role in performance.
- 13**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes key signatures of selected repertoire and performs appropriate scales and arpeggios from memory.
- 14**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies the timbres of orchestral stringed instruments.
- 15**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates knowledge of music vocabulary necessary for study, rehearsal, and performance of music.
- 16**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes appropriate tonal balance and blend in relation to tutti, solo/soli passages, and scored compositions.
- 17**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses print and nonprint media to access music information.
- 18**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs interpretations and/or improvisations of music repertoire.
- 19**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Arranges and transcribes melodies for a variety of instruments.
- 20**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates, notates, and performs simple melodies for chosen instrument(s) or ensemble.
- 21**     **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Describes how technology is used to transcribe, edit, compose, and perform music on a computer station.

- 22 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Demonstrates appropriate understanding of form in selected repertoire.
- 23 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Makes critical judgments about music commensurate with level of musical maturity.
- 24 **Topic:** Historical and Cultural Context  
**Standard:** Performs music from various historical periods with correct style.
- 25 **Topic:** Historical and Cultural Context  
**Standard:** Demonstrates knowledge of composers and the historical/cultural context of selected repertoire.
- 26 **Topic:** Historical and Cultural Context  
**Standard:** Describes the evolution and history of orchestral stringed instruments.
- 27 **Topic:** Historical and Cultural Context  
**Standard:** Identifies the role ethnic performers and composers have played in the evolution of musical style and form.

## Course: Technical Theatre and Design

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- 1 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates and applies personal responsibility in all aspects of technical theatre, production, and design.
- 2 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Lists, defines, and uses vocabulary as applied to technical theatre (sets, light, props, costumes, sound, makeup, and management).
- 3 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Comprehends and responds to the dramatic elements (plot, theme, language, spectacle, music, and conflict).
- 4 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and applies the elements of design (shape, color, line, texture, value, and space) and design concepts (composition, mood, symmetry, and balance).
- 5 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Explains interactive relationships between the playwright, director, actor, choreographer, musical director, and technical designers.
- 6 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Analyzes and performs the role of the designer in at least one aspect of technical theatre.
- 7 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Incorporates imagination, sensory, and emotional experiences in designing and implementing technical theatre.
- 8 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes how technical design shapes the mood, message, meaning, and image in theatre.
- 9 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Comprehends and evaluates dramatic texts for basis of theatre design.
- 10 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Describes and applies the aesthetic and functional requirements of movement in all aspects of theatre design (sets, lights, costumes, props, makeup, and sound).
- 11 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes and evaluates demands and limitations of space available in technical theatre and design.

- 12** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Comprehends and evaluates the roles of technical director, producer, stage manager, crew chiefs, and designers as applied to technical theatre.
- 13** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes demands and limitations on budgets in technical theatre and design.
- 14** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Comprehends and implements technical theatre designs
- 15** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and applies technical, artistic, and construction skills (electrical, construction, sewing, and painting) as applied to theatre production.
- 16** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Comprehends and demonstrates a knowledge of how the various areas of technical theatre operate and support performances.
- 17** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Comprehends and demonstrates a working knowledge of the design process for scene, lighting, costumes, props, sound, and makeup.
- 18** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Prepares a budget for producing, marketing, and maintaining a production.
- 19** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates awareness of the discipline, knowledge, skills, and education required for careers in theatre production.
- 20** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops research skills and familiarity with available resources for theatre production and design.
- 21** **Topic:** Connections  
**Standard:** Analyzes and explains similar themes, content, inferences, and elements about other arts forms and theatre production and design.
- 22** **Topic:** Connections  
**Standard:** Uses elements of other academic disciplines to create technical theatre and design.
- 23** **Topic:** Connections  
**Standard:** Uses existing technology equipment and resources to enhance technical theatre production and design.
- 24** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Evaluates a production's accuracy to a historical period and cultural identity.
- 25** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Analyzes the effectiveness of sets, lights, props, sound, costumes, makeup, and design in theatre production.
- 26** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes the role and responsibility of the audience as an integral part of dramatic presentations.
- 27** **Topic:** Historical and Cultural Context  
**Standard:** Defines and applies appropriate historic elements for technical design and production.
- 28** **Topic:** Historical and Cultural Context  
**Standard:** Recognizes and assesses the historical traditions, conventions, and styles of technical theatre.
- 29** **Topic:** Historical and Cultural Context  
**Standard:** Uses setting, props, costumes, and makeup to illustrate cultural and historic similarities and differences.

- 30**      **Topic:** Historical and Cultural Context  
**Standard:** Identifies theatre contributors from different cultures and historic periods (producers, designers, and directors).
- 31**      **Topic:** Historical and Cultural Context  
**Standard:** Researches and applies historic traditions, conventions, and styles as a basis for production/design concepts and accurate interpretation of text.

## Course: Video/Film

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- 1**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Evaluates, based on predetermined criteria, own progress on skills, and written and art production goals.
- 2**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops ideas, plans, and produces video/film art within the constraints of selected problems with emphasis on particular elements of art and principles of design, emphasis on a particular function, and emphasis on a particular idea, concept, or emotion.
- 3**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Produces video/film that imitate the real world (Realism), are concerned with design and composition (Formalism), and express a feeling or emotion (Expressionism/Emotionalism).
- 4**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Explores and uses various types of animation.
- 5**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proper use and care of equipment and materials.
- 6**      **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses appropriate computer software and hardware to develop ideas, sketches, and story boards for video/film art.
- 7**      **Topic:** Connections  
**Standard:** Produces video/film art which is based on concepts and ideas from other disciplines, such as language arts, social studies, science, and other arts.
- 8**      **Topic:** Connections  
**Standard:** Recognizes the application of higher-order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, finding structure in apparent disorder) in the creation and production of video/film art. Discusses their transfer to life and work situations.
- 9**      **Topic:** Connections  
**Standard:** Recognizes the role of video technology in video technology careers; the importance of visual imagery technology in the video industry; and the increasing demand for multiple art skills, technology skills, and complex thinking skills in career opportunities.
- 10**      **Topic:** Connections  
**Standard:** Identifies how video and film are used in many facets of society from fine art to mass media.
- 11**      **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies how the artists' choices in technique and style interrelate to produce an intended expression in video and film.
- 12**      **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Critiques video and film using the processes of description, analysis, interpretation, and judgment based on evidence observed in the artwork.
- 13**      **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Explains additive color (light) and subtractive color (pigment, ink, and dye).

- 14** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Explains the function of moving images (video and film) as art tools and compares their use to traditional art media.
- 15** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Compares and contrasts video and film artists' use of the elements of art and principles of design, or combinations of both, to communicate ideas or expressive content.
- 16** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes the role of video as an art form versus a personal record of one's life.
- 17** **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Develops a degree of expertise in learning to make informed aesthetic responses by relating own video/film art to work by major 20th-century video artists.
- 18** **Topic:** Historical and Cultural Context  
**Standard:** Describes examples of current trends in video and film.
- 19** **Topic:** Historical and Cultural Context  
**Standard:** Researches and discusses important turning points, artistically and technologically, in the evolution of video and film art.
- 20** **Topic:** Historical and Cultural Context  
**Standard:** Researches and writes about selected video/film artists and artworks. Demonstrates knowledge of their cultural significance, stylistic qualities, and historic influences. Uses computer and traditional print resources.
- 21** **Topic:** Historical and Cultural Context  
**Standard:** Compares and contrasts major styles of videos/films and their distinguishing characteristics.
- 22** **Topic:** Historical and Cultural Context  
**Standard:** Identifies and discusses selected artists who have significantly contributed to the development of video and film art and evaluates the influence of historical, social, and political factors on their work.