

2022 Maine Learning Results VPA

Introduction to the Visual and Performing Arts Standards

SUMMARY: The Maine Department of Education Regulation 132 - The Maine Learning Results: Parameters for Essential Instruction establishes parameters for essential teaching and learning in grades Pre-Kindergarten through Diploma across eight content areas and supports the goals outlined in the Guiding Principles. The Maine Learning Results: Parameters for Essential Instruction will inform the blueprint for item development of the large-scale State assessments aligned to the federal accountability standards found in Maine Department of Education Regulation 131 – The Federal, State, and Local Accountability Standards. High school, middle school, and elementary school programming in Maine’s publicly supported schools must be aligned to the knowledge and skills described in the Maine Learning Results: Parameters for Essential Instruction.

The Maine Department of Education Regulation 132 - The Maine Learning Results: Parameters for Essential Instruction augments and expands upon the content standards for federal accountability (Maine Department of Education Regulation 131: The Maine Federal, State, and Local Accountability Standards) by describing details for essential teaching and learning for eight content areas. These learning goals identify the knowledge and skills required for college, career, and citizenship in the 21st Century.

THE GUIDING PRINCIPLES – The knowledge and skills described in the Maine Department of Education Regulation 132 support Maine students in achieving the goals established in Maine’s Guiding Principles. The Guiding Principles state that each Maine student must leave school as:

A. A clear and effective communicator who:

1. Demonstrates organized and purposeful communication in English and at least one other language;
2. Uses evidence and logic appropriately in communication;
3. Adjusts communication based on the audience; and
4. Uses a variety of modes of expression (spoken, written, and visual and performing including the use of technology to create and share the expressions);

B. A self-directed and lifelong learner who:

1. Recognizes the need for information and locates and evaluates resources;
2. Applies knowledge to set goals and make informed decisions;
3. Applies knowledge in new contexts;
4. Demonstrates initiative and independence;
5. Demonstrates flexibility including the ability to learn, unlearn, and relearn;
6. Demonstrates reliability and concern for quality; and
7. Uses interpersonal skills to learn and work with individuals from diverse backgrounds;

C. A creative and practical problem solver who: [1995, c. 649, §1 (new).]

1. Observes and evaluates situations to define problems;
2. Frames questions, makes predictions, and designs data/information collection and analysis strategies;
3. Identifies patterns, trends, and relationships that apply to solutions;
4. Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response;
5. Sees opportunities, finds resources, and seeks results;
6. Uses information and technology to solve problems; and
7. Perseveres in challenging situations;

D. A responsible and involved citizen who:

1. Participates positively in the community and designs creative solutions to meet human needs and wants;
2. Accepts responsibility for personal decisions and actions;
3. Demonstrates ethical behavior and the moral courage to sustain it;
4. Understands and respects diversity;
5. Displays global awareness and economic and civic literacy; and
6. Demonstrates awareness of personal and community health and wellness;

E. An integrative and informed thinker who:

1. Gains and applies knowledge across disciplines and learning contexts and to real life situations with and without technology;
2. Evaluates and synthesizes information from multiple sources;
3. Applies ideas across disciplines; and

4. Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes.

The visual and performing arts are an essential part of every child’s education. Engagement in a well-rounded visual and performing arts education positively impacts students’ academic, social and emotional outcomes. Arts education supports lifelong learning and creative problem solving. It enhances a student’s understanding of the world around them through multiple viewpoints and critical thinking. Through the arts, students become active and involved citizens who can clearly communicate their thoughts and ideas through various mediums. Arts integration opportunities provide authentic learning experiences for students, connecting the visual and performing arts with other content areas of the curriculum. Research shows that students who are continually involved in visual and performing arts opportunities are more successful in school, more connected within their communities, and perform better academically.¹

¹ <https://www.brookings.edu/blog/brown-center-chalkboard/2019/02/12/new-evidence-of-the-benefits-of-arts-education/> (accessed August 2021); <https://kinder.rice.edu/sites/default/files/downloads/Brief%20-%20Investigating%20Causal%20Effects%20of%20Arts%20Education%20Experiences.pdf> (accessed August 2021);

This update of the Maine Learning Results includes separate standards for music, dance, theater, visual arts and media arts. Though Media Arts is a new stand-alone discipline, like other disciplines within the arts, it may be covered in other VPA classrooms or as a stand-alone course.

The National Core Arts Standards (NCAS, 2014) define the arts as Dance, Media Arts, Music, Theatre, and Visual Art. In addition to the NCAS other sources were referenced in the creation of these Maine Standards. The format of this document defines Strands to guide educational practices in each Arts discipline. These Strands form the foundation of educational excellence that support students in their journey from early learning experiences in kindergarten through graduation from high school. Teachers and their learning community are meant to collaborate on these foundational standards. These standards are meant as a foundation for teachers to build upon as districts meet the needs of their students. The standards also provide administrators and district decision-makers with critical information for developing and expanding standards-based arts programs. Standards are process oriented, building on skills and concepts as they progress through the grades. The writing of these standards reflects backward design, the process of designing learning experiences and instructional techniques to achieve learning goals. Included in this document are enduring understandings and essential questions. The enduring understandings and essential questions are meant to help educators guide students’ synthesizing and understanding the outcomes of their learning by guiding them through the process of explaining, interpreting, analyzing, applying, and evaluating information, while also helping students make interdisciplinary connections.

A successful visual and performing arts education is supported through highly qualified teachers, schedules that support visual and performing arts, facilities and materials designed for visual and performing arts education, and a strong collaboration between the visual and performing arts and other disciplines. The key to success is a culture within the community and the school that supports a strong arts education. This document is set forth as a guide toward attaining that goal.²

² <https://www.publicschoolreview.com/blog/how-the-arts-benefit-your-children-academically-and-behaviorally> (accessed August 2021); <https://www.edutopia.org/blog/creativity-academics-power-of-arts-education-neil-swapp> (accessed August 2021)

³ <https://www.maine.gov/doe/learning/content/arts/resources/essaarts> (accessed August 2021); <https://www.nfhs.org/articles/performing-arts-students-develop-skills-needed-for-life-and-work/> (accessed August 2021).

How to Represent the Visual and Performing Arts Standards and Performance Expectations

| | | | | | | |
|--|--|--|--|--|--|---|
| | | | | | | |
| | | | | | | Grade Level/Span (proficient/accomplished/ advanced, as appropriate.) |
| | | | | | | |

The Dance Standards

Dance, like language, is found in all human societies. It is an essential component in the process of socialization in all cultures. By honoring personal expression through time and space, dance contributes to the sense of self as no other art form can. Everyone has the instrument of dance - one’s own body. Dance education can enhance awareness of the body’s physical development, increase recognition of one’s place in the physical world, and heighten the sense of self. The human body is the vehicle through which learning occurs. Body and mind are inseparable. In a safe environment, a child is free to discover and rediscover the self. The purpose of dance education is to build on the primitive body movements that begin before birth and to discover and experiment with increasingly more complex interconnections of body and mind, enhancing the physical, intellectual, social and emotional development of the child. Basic dance education plays an important role in this developmental process and should be provided to all children. Such a basic dance education includes opportunities in creative dance, improvisation, choreography, technique, social and contemporary forms and multi-cultural experiences. The use of dance increases the understanding of one’s own culture and other cultures of the world. The creativity and discipline of dance contributes to balanced development of the whole person. Maine students need dance education in their public education because:

- 1) Dance is process-oriented
- 2) Dance is a tool for self-discovery
- 3) Dance provides teachers an opportunity to integrate subject matter such as math and social studies into an active learning process
- 4) Dance provides opportunities for kinetic learners to succeed.

Maine’s Dance Education Heritage³

Maine has a long history of dance in education. From the dance styles of the Wabanaki nations to the 19th century May Pole dances at "Normal" schools to today’s dances inspired by contemporary music or dances from the heritage of New Mainers dance has a profound effect upon children in Maine. Dance in education in Maine has many interweaving strands. As in other states throughout the country, dance in education began in the physical education programs of state and private colleges. Courses in rhythm, folk dance, square dance, and social dance have existed since the 1880s. University and college drama and music programs have included dance events in the training of teachers for many years. Dance in education has been offered through physical education, drama, and music programs; in individual classrooms; through gifted and talented programs; or through school-based programs organized by individuals or groups in the community. Private dance studios throughout the state have provided instruction in such areas as modern dance, ballet, jazz, hip hop, tap, African dance, Latin dance, acrobatics, clogging and ballroom dance. Each dance form has produced offshoots emphasizing increased specialization. A wide variety of dance instruction exists throughout the state of Maine in private studios, however the opportunity for learning in and through dance and creative movement should be accessible to all children through their public education. Public agencies and organizations such as the Maine Arts Commission, the Arts Education Program of the National Endowment for the Arts, The National Dance Education Organization (NDEO), The Maine Alliance for Arts Education (MAAE), VSA Maine, Dance Education in Maine Schools (DEMS), and The Maine Association for Health, Physical Education, Recreation and Dance (MAHPERD) have provided financial and technical support for the development of dance in public education over the years. Maine schools are ready for the development and inclusion of dance in the curriculum. The expression of a child’s personal stories through movement and the resulting enhancement of learning, social skills, and self-esteem can be crucial to that child’s development.

³ Schaper, M. (2021). *Maine Dance Curriculum Guide.*

| | | | |
|--------------------------|---|---|---|
| Strand | A. DANCE | | |
| Standard | A1 - Generate and conceptualize artistic ideas and work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | <p>a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).</p> <p>b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.</p> | <p>a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.</p> <p>b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.</p> | <p>a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.</p> <p>b. Combine a variety of movements while manipulating the elements of dance.</p> |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | <p>a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.</p> <p>b. Explore a given movement problem. Select and demonstrate a solution.</p> | <p>a. Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).</p> <p>b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.</p> | <p>a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).</p> <p>b. Construct and solve multiple movement problems to develop choreographic content.</p> |
| Strand | A. DANCE | | |
| Standard | A1 - Generate and conceptualize artistic ideas and work. | | |
| Early Adolescence | | | |
| | Grades 6-8 | | |
| Performance Expectations | <p>a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news, or social events) to develop dance content for an original dance study or dance.</p> <p>b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.</p> | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |

| | | | |
|--------------------------|---|--|---|
| Performance Expectations | <p>a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <p>b. Experiment with the elements of dance to explore personal movement preferences and strengths and select movements that challenge skills and build on strengths in an original dance study or dance.</p> | <p>a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.</p> <p>b. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.</p> | <p>a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.</p> <p>b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.</p> |
| Strand | A. DANCE | | |
| Standard | A2 - Organize and develop artistic ideas and work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | <p>a. Improvise dance that has a beginning, middle, and end.</p> <p>b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner.</p> | <p>a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.</p> <p>b. Choose movements that express an idea or emotion, or that follow a musical phrase.</p> | <p>a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.</p> <p>b. Choose movements that express a main idea or emotion, or that follow a musical phrase. Explain reasons for movement choices.</p> |
| | Grade 3 | Grade 4 | Grade 5 |

| | | | | |
|--------------------------|---|--|--|--|
| Performance Expectations | | <p>a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development).</p> <p>b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.</p> | <p>a. Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.</p> <p>b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.</p> | <p>a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.</p> <p>b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non- verbally.</p> |
| Grades 6-8 | | | | |
| Performance Expectations | | <p>a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices.</p> <p>b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.</p> | | |
| Strand | A. DANCE | | | |
| Standard | A2 - Organize and develop artistic ideas and work. | | | |
| Adolescence | | | | |
| | Grades 9-Diploma Proficient | | Grades 9-Diploma Accomplished | |
| Performance Expectations | <p>a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.</p> <p>b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.</p> | | <p>a. Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition inform the artistic intent.</p> <p>b. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.</p> | |
| Strand | A. Dance | | | |
| Standard | A3 - Refine and complete artistic work. | | | |
| Childhood | | | | |
| | Kindergarten | | Grade 1 | |
| | | | Grade 2 | |

| | | | |
|--------------------------|--|---|--|
| Performance Expectations | a. Apply suggestions for changing movement through guided improvisational experiences. b. Depict a dance movement by drawing a picture or using a symbol. | a. Explore suggestions to change movement from guided improvisations and/or short remembered sequences. b. Depict several different types of movements | a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas. b. Combine a variety of movements while manipulating the elements of dance. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement. b. Explore a given movement problem. Select and demonstrate a solution. | a. Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences). b. Develop a movement problem and manipulate the elements of dance as tools to find a solution. | a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events). b. Construct and solve multiple movement problems to develop choreographic content. |
| Strand | A. DANCE | | |
| Standard | A3 - Refine and complete artistic work. | | |
| Early Adolescence | | | |
| | Grades 6-8 | | |
| Performance Expectations | a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news, or social events) to develop dance content for an original dance study or dance. b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent. | | |
| | Adolescence | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |

| | | | | |
|--------------------------|---|---|--|---|
| Performance Expectations | | <p>a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <p>b. Experiment with the elements of dance to explore personal movement preferences and strengths and select movements that challenge skills and build on strengths in an original dance study or dance.</p> | <p>a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.</p> <p>b. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.</p> | <p>a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.</p> <p>b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.</p> |
| Strand | A. DANCE | | | |
| Standard | B1 - Select, analyze, and interpret artistic work for presentation. | | | |
| | | Childhood | | |
| | Kindergarten | Grade 1 | | Grade 2 |

| | | | |
|--------------------------|---|--|--|
| Performance Expectations | <p>a. Make still and moving body shapes that show lines (for example, straight, bent, and curved), levels, and vary in size (large/small).</p> <p>b. Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.</p> <p>c. Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).</p> | <p>a. Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles.</p> <p>b. Relate quick, moderate, and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.</p> <p>c. Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).</p> | <p>a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.</p> <p>b. Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.</p> <p>c. Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.</p> |
| Strand | A. DANCE | | |
| Standard | B1 - Select, analyze, and interpret artistic work for presentation. | | |
| | Childhood | | |
| | Grade 3 | Grade 4 | Grade 5 |

| | | | |
|--------------------------|---|--|---|
| Performance Expectations | <p>a. Judge spaces as distance traveled and use space three- dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.</p> <p>b. Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between "in time" and "out of time" to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.</p> <p>c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.</p> | <p>a. Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.</p> <p>b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.</p> <p>c. Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics.</p> | <p>a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.</p> <p>b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.</p> <p>c. Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.</p> |
| Strand | A. DANCE | | |
| Standard | B1 - Select, analyze, and interpret artistic work for presentation. | | |
| Early Adolescence | | | |
| | | Grades 6-8 | |
| Performance Expectations | <p>a. Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.</p> <p>b. Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.</p> <p>c. Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.</p> | | |
| Strand | A. DANCE | | |
| Standard | B1 - Select, analyze, and interpret artistic work for presentation. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |

| | | | |
|--------------------------|--|--|--|
| Performance Expectations | <p>a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.</p> <p>b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.</p> <p>c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.</p> | <p>a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.</p> <p>b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance "in the moment."</p> <p>c. Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy</p> | <p>a. Use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.</p> <p>b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms at the same time. Work with and against rhythm of accompaniment or sound environments.</p> <p>c. Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.</p> |
| Strand | A. Dance | | |
| Standard | B2 - Develop and refine artistic technique and work for presentation. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |

| | | | |
|--------------------------|---|---|--|
| Performance Expectations | <p>a. Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.</p> <p>b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.</p> <p>c. Move body parts in relation to other body parts and repeat and recall movements upon request.</p> | <p>a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.</p> <p>b. Move safely in general space through a range of activities and group formations while maintaining personal space.</p> <p>c. Modify movements and spatial arrangements upon request.</p> | <p>a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of different pathways.</p> <p>b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.</p> <p>c. Repeat movements with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.</p> |
| Strand | A. DANCE | | |
| Standard | B2 - Develop and refine artistic technique and work for presentation. | | |
| Childhood | | | |
| | Grade 3 | Grade 4 | Grade 5 |

| | | | |
|--------------------------|---|--|---|
| Performance Expectations | <p>a. Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.</p> <p>b. Adjust body use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.</p> <p>c. Recall movement sequences with a partner or in group dance activities. Apply the teacher’s constructive feedback and self- check to improve dance skills.</p> | <p>a. Demonstrate fundamental dance skills (i.e., alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating patterns and sequences of locomotor and non-locomotor movements.</p> <p>b. Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body use, and healthful nutrition.</p> <p>c. Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (i.e., music, text, lighting). Reflect on feedback from others to inform personal dance performance goals.</p> | <p>a. Recall and execute a series of dance phrases using fundamental dance skills (i.e., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).</p> <p>b. Demonstrate safe body use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance, and injury prevention.</p> <p>c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.</p> |
| Strand | A. DANCE | | |
| Standard | B2 - Develop and refine artistic technique and work for presentation. | | |
| Early Adolescence | | | |
| Grades 6-8 | | | |
| Performance Expectations | <p>a. Incorporate technical dance skills (i.e., functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmic dance phrases.</p> <p>b. Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss choices made, the effects experiences, and methods for improvement.</p> <p>c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach those goals. Document personal improvement over time (e.g., journaling, portfolio, or timeline.)</p> | | |
| Strand | A. DANCE | | |
| Standard | B2 - Develop and refine artistic technique and work for presentation. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |

| | | | |
|--------------------------|--|--|--|
| Performance Expectations | <p>a. Incorporate technical dance skills (i.e., functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.</p> <p>b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.</p> <p>c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others. Articulate performance goals and justify reasons for selecting particular practice strategies.</p> | <p>a. Dance with sensibility toward other dancers while executing complex spatial, rhythmic, and dynamic sequences to meet performance goals.</p> <p>b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.</p> <p>c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry, informed by personal performance goals. Reflect on personal achievements.</p> | <p>a. Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.</p> <p>b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.</p> <p>c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.</p> |
| Strand | A. DANCE | | |
| Standard | B3 – Convey meaning through the presentation of artistic work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | <p>a. Dance for and with others in a designated space.</p> <p>b. Select a prop to use as part of a dance.</p> | <p>a. Dance for others in a space where the audience observes from a different space.</p> <p>b. Explore the use of simple props to enhance performance.</p> | <p>a. Dance for and with others in a space where the audience observes from a different space.</p> <p>b. Use limited production elements (i.e., hand props, simple scenery, or media projections) to enhance performance.</p> |
| | Grade 3 | Grade 4 | Grade 5 |

| | | | |
|--------------------------|--|---|--|
| Performance Expectations | <p>a. Identify the main areas of a performance space using production terminology (i.e., stage right, stage left, upstage, downstage, etc.)</p> <p>b. Explore simple production elements (i.e., costumes, scenery, props, etc.) in a dance performed for an audience in a designated specific performance space.</p> | <p>a. Consider how to establish a formal performance space from an informal setting (i.e., gymnasium, outside courtyard, etc.)</p> <p>b. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.</p> | <p>a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.</p> <p>b. Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance that are adaptable to various performance spaces.</p> |
| Strand | A. DANCE | | |
| Standard | B3 – Convey meaning through the presentation of artistic work. | | |
| Early Adolescence | | | |
| | | Grades 6-8 | |
| Performance Expectations | <p>a. Recognize needs and adapt movements to a performance space. Use performance etiquette and practices during class, rehearsal, and performance. Accept post-performance notes from the choreographer and make corrections as needed to apply to future performances.</p> <p>b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for those selections using production terminology.</p> | | |
| Strand | A. DANCE | | |
| Standard | B3 – Convey meaning through the presentation of artistic work. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |

| | | | |
|--------------------------|---|---|--|
| Performance Expectations | <p>a. Demonstrate leadership qualities (i.e., commitment, dependability, responsibility, cooperation) when preparing performances. Demonstrate performance etiquette and practices during class, rehearsal, and performance. Accept post-performance notes from the choreographer and make corrections as needed for future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance and production terminology.</p> <p>b. Evaluate possible designs for the production elements of a performance, selecting and executing the ideas that would intensify and heighten the artistic intent of the dances.</p> | <p>a. Demonstrate leadership qualities when preparing performances. Model performance etiquette and practices during class, rehearsal, and performance. Implement performance strategies to enhance projection. Accept post- performance notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance and production terminology.</p> <p>b. Work collaboratively to produce a dance concert on a stage or alternative space, planning the production elements that would be necessary to fulfill the artistic intent of the dance works.</p> | <p>a. Demonstrate leadership qualities when preparing performances. Model performance etiquette and practices during class, rehearsal, and performance. Enhance performances using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (e.g., resume and head shot photo) that documents the rehearsal and performance process with fluency in professional dance and production terminology.</p> <p>b. Work collaboratively to produce dance concerts in a variety of venues, designing and organizing the production elements necessary to fulfill the artistic intent of the dance works.</p> |
| Strand | A. DANCE | | |
| Standard | C1 – Perceive and analyze artistic work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | <p>a. Find a movement that repeats in a dance.</p> <p>b. Demonstrate or describe observed or performed dance movements.</p> | <p>a. Find a movement that repeats in a dance to make a pattern.</p> <p>b. Demonstrate and describe observed or performed dance movements from a specific genre or culture.</p> | <p>a. Find movements in a dance that develop a pattern.</p> <p>b. Demonstrate and describe movements in dances from different genres or cultures.</p> |
| | Grade 3 | Grade 4 | Grade 5 |

| | | | | |
|--------------------------|--|---|--|---------------------------|
| Performance Expectations | <p>a. Find a movement pattern that creates a movement phrase in a dance work.</p> <p>b. Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.</p> | <p>a. Find patterns of movement in dance works that create a style or theme.</p> <p>b. Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.</p> | <p>a. Find meaning or artistic intent from the patterns of movement in a dance work.</p> <p>b. Using basic dance terminology, describe the qualities and characteristics of a style used in a dance from one's own cultural movement practice. Using basic dance terminology, compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice.</p> | |
| Strand | A. DANCE | | | |
| Standard | C1 – Perceive and analyze artistic work. | | | |
| Early Adolescence | | | | |
| Grades 6-8 | | | | |
| Performance Expectations | <p>a. Describe, demonstrate, and discuss patterns of movement and their relationships to dance in the context of artistic intent.</p> <p>b. Using genre-specific dance terminology, explain how the elements of dance are used in a variety of different genres, styles, or cultural movement practices to communicate intent.</p> | | | |
| Adolescence | | | | |
| | | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |

| | | | | | |
|--------------------------|--|--|--|---|---|
| Performance Expectations | | <p>a. Analyze recurring patterns of movement and their relationships in dance in the context of artistic intent.</p> <p>b. Using genre-specific dance terminology, analyze the use of elements of dance in a variety of different genres, styles, and cultural movement practices within a cultural context to communicate intent.</p> | <p>a. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.</p> <p>b. Using genre-specific dance terminology, analyze and compare the movement patterns and their relationships in a variety of different genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context.</p> | <p>a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.</p> <p>b. Using genre-specific dance terminology, explain how dance communicates aesthetic and cultural values in a variety of genres, styles, and/or cultural movement practices.</p> | |
| Strand | A. Dance | | | | |
| Standard | C2 – Interpret intent and meaning in artistic work. | | | | |
| Childhood | | | | | |
| | Kindergarten | | Grade 1 | | Grade 2 |
| Performance Expectations | Using simple dance terminology, observe and describe movement. | | Using simple dance terminology, select movements from a dance that suggest ideas and explain how the movement captures the idea. | | Using simple dance terminology and context clues from movement, identify meaning and intent in a dance. |
| | Grade 3 | | Grade 4 | | Grade 5 |
| Performance Expectations | Using basic dance terminology, select specific content clues from movement. Explain how they relate to the main idea of the dance. | | Using basic dance terminology, relate movements, ideas, and context to decipher meaning in a dance. | | Using basic dance terminology, interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance. |
| Early Adolescence | | | | | |
| | Grades 6-8 | | | | |
| Performance Expectations | Using genre-specific dance terminology, explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Explain how these communicate the intent of the dance. | | | | |
| Adolescence | | | | | |
| | Grades 9-Diploma Proficient | | Grades 9-Diploma Accomplished | | Grades 9-Diploma Advanced |

| | | | |
|--------------------------|---|--|---|
| Performance Expectations | Using genre-specific dance terminology, select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent. | Using genre-specific dance terminology, analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. | Using genre-specific dance terminology, analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. |
| Strand | A. DANCE | | |
| Standard | C3 – Apply criteria to evaluate artistic work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Find a movement that was noticed in a dance. Demonstrate that movement and explain why it attracted attention. | Identify and demonstrate several movements in advance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen. | Observe or demonstrate dances from a genre or culture. Using simple dance terminology, discuss movements and other aspects of the dances that make the dances work well. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and, using basic dance terminology, describe the ways in which they are alike and different. | Using basic dance terminology, discuss and demonstrate the characteristics that make a dance artistic and apply those characteristic movements to dances observed and performed in a specific genre, style, or cultural movement practice. | Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Using basic dance terminology, describe characteristics that make a dance artistic and meaningful. |
| Early Adolescence | | | |
| | Grades 6-8 | | |
| Performance Expectations | Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |

| | | | |
|--------------------------|---|--|--|
| Performance Expectations | Analyze and discuss the artistic expression of a dance using dance terminology and evaluative criteria. | Compare and contrast two or more dances using evaluative criteria and dance terminology to critique artistic expression, considering societal values and a range of perspectives. | Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify viewpoints. |
| Strand | A. Dance | | |
| Standard | D1 – Synthesize and relate knowledge and personal experiences to make art. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | <p>a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.</p> <p>b. Observe a work of visual art. Describe and then express through movement something of interest about the artwork and ask questions for discussion concerning the artwork.</p> | <p>a. Find a familiar experience expressed or portrayed in a dance. Identify the movements that communicate this experience.</p> <p>b. Observe and discuss illustrations from a story, identifying and demonstrating ideas for dance movement.</p> | <p>a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.</p> <p>b. Respond to a dance work using an inquiry-based approach (i.e., think, wonder, etc.). Create movement using ideas from responses and explain how certain movements express a specific idea.</p> |
| Strand | A. DANCE | | |
| Standard | D1 – Synthesize and relate knowledge and personal experiences to make art. | | |
| Childhood | | | |
| | Grade 3 | Grade 4 | Grade 5 |

| | | | |
|--------------------------|---|--|--|
| Performance Expectations | <p>a. Compare the relationships expressed in a dance to relationships with others. Explain how they are similar and different.</p> <p>b. Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.</p> | <p>a. Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas or perspectives.</p> <p>b. Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.</p> | <p>a. Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.</p> <p>b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.</p> |
| Strand | A. DANCE | | |
| Standard | D1 – Synthesize and relate knowledge and personal experiences to make art. | | |
| Early Adolescence | | | |
| | | Grades 6-8 | |
| Performance Expectations | <p>a. Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.</p> <p>b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.</p> | | |
| Strand | A. DANCE | | |
| Standard | D1 – Synthesize and relate knowledge and personal experiences to make art. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |

| | | | |
|--------------------------|---|---|--|
| Performance Expectations | <p>a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.</p> <p>b. Collaboratively identify a dance related question or problem. Conduct research through interviews, research databases, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.</p> | <p>a. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.</p> <p>b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve movement problems that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.</p> | <p>a. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.</p> <p>b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.</p> |
| Strand | A. DANCE | | |
| Standard | D2 – Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Describe or demonstrate the movements in a dance that was watched or performed. | Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced. | Observe a dance and relate the movement to the people or environment in which the dance was created and performed. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community. | Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated. | Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated |
| Early Adolescence | | | |
| | Grades 6-8 | | |

| | | | |
|--------------------------|--|---|---|
| Performance Expectations | | Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning. | |
| Strand | A. DANCE | | |
| Standard | D2 – Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | Analyze and discuss dances from selected genres or styles and/or historical time periods and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate. | Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate. | Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy. |

The Music Standards

Music plays an important role in our society; it is in every part of our lives. The study of music aids in brain development, listening skills, social and emotional growth, language development, and brings joy throughout one's life. Music serves as a medium for cross-cultural understanding and as a reflection of creator, performer, and consumer. Reimer, aesthetic music education philosopher, states, "Music and the other arts are basic ways that humans know themselves and their world; they are basic modes of cognition."⁴ Therefore, it is important that our educational system provides opportunities for the study of music for all students.

The enduring understandings and essential questions of Maine Learning Results for Music are experienced throughout the K-12 music education. Bruner, a major advocate of the spiral curriculum, argues that any person can learn any topic, as long as the level of complexity is appropriate for the learner.⁵ Though the essential questions and enduring understandings remain constant, their meanings stay fresh and evolve as students mature and approach them in new class contexts.

The Maine Learning Results for Music are written with an inclusive lens, considering all types of notation, skills, ensembles, and knowledge acquisition. These standards are written so that they flow in a natural progression through the grade levels. However, there is also the understanding that students come to the music classroom with varied musical experiences and varying levels of exposure. Differentiation for students is assumed in the music classroom with the goal of each student reaching proficiency. The advanced level is written with the more experienced student in mind, or for districts with diplomas that have specialized certificates. It is also recognized that performance classes have a slightly different focus than non-performance classes and that, although all standards should be explored in all music classes, the rigor of each standard could be different.

⁴ Reimer, B. (2003). A philosophy in music education: Advancing the vision (3rd Ed.). Prentice Hall.

⁵ Bruner, J.S. (1977). The process of education. Harvard University Press.

| | | | |
|-----------|--|---------|---------|
| Strand | B. MUSIC | | |
| Standard | A1 – Listen to, apply criteria, and interpret the artist's intended meaning. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |

| | | | |
|--------------------------|---|---|--|
| Performance Expectations | Listen and respond to diverse music experiences by singing, playing, moving, etc. | With guidance, identify characteristics and themes within diverse music experiences. | With guidance, discuss music characteristics |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Discuss, compare, and contrast diverse music experiences. | a. Compare, contrast, and describe music ideas using appropriate terminology for music elements. b. Explore music elements that convey the song's purpose. | a. Describe and interpret music ideas using appropriate terminology for music elements. b. Explore the personal, cultural, and historical background of an artist to gain perspective on their intent. |
| Early Adolescence | | | |
| | Grades 6-8 | | |
| Performance Expectations | a. Explore music examples and analyze the music through the lens of the elements of music. b. Reflect on the personal, cultural, and historical contexts of a music example and/or composer/performer to enhance personal connection and understanding of the music. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | | Grades 9-Diploma Advanced |
| Performance Expectations | a. Analyze and evaluate music examples through the lens of the elements of music. b. Reflect on the artist's intent as well as the personal, historical, and cultural contexts of a music example to enhance personal connection and understanding of the music. | | a. Analyze and evaluate a body of musical work through the lens of the elements of music. b. Justify interpretations of the expressive intent and meaning of music works by comparing and synthesizing varied researched sources, including reference to other art forms. |
| Strand | B. MUSIC | | |
| Standard | A2 – Interpret and express music through movement. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Explore expressive qualities of music through movement. | Respond to expressive qualities of music through movement. | Represent expressive qualities of music through movement. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Compare and contrast the elements of music through movement. | Demonstrate an understanding of the expressive qualities of music through movement. | Demonstrate an understanding of the elements and expressive qualities of music through structured and improvised movement. |

| | | | |
|-----------------------------|--|---|---|
| Early Adolescence | | | |
| Grades 6-8 | | | |
| Performance Expectations | Demonstrate and apply the elements and expressive qualities of specific music examples through structured and/or improvised movement. | | |
| Adolescence | | | |
| Grades 9-Diploma Proficient | | | Grades 9-Diploma Advanced |
| Performance Expectations | With guidance, interpret specific music examples by planning and generating structured and/or improvised movements that express the elements, expressive qualities, and implied meaning of each example. | | Interpret specific music examples by planning and generating structured and/or improvised movements that express the elements, expressive qualities, and implied meaning of each example. |
| Strand | B. MUSIC | | |
| Standard | B1 – Connect with a variety of musical experiences through relationships between music and personal understandings. | | |
| Childhood | | | |
| Kindergarten | | Grade 1 | Grade 2 |
| Performance Expectations | Explore music that represents a range of emotions. | With guidance, identify emotions and personal connections that relate to a selected piece of music. | With guidance, discuss emotions and personal connections that relate to a selected piece of music. |
| Grade 3 | | Grade 4 | Grade 5 |
| Performance Expectations | Explore how personal interests and skills relate to choices when experiencing music. | Explore how personal interests and skills relate to choices when creating, performing, and responding to music. | Demonstrate and explore how personal interests and skills relate to choices when creating, performing, and responding to music. |
| Early Adolescence | | | |
| Grades 6-8 | | | |
| Performance Expectations | Identify various uses of music in daily life, describe the characteristics that make music suitable for a specific use, and demonstrate individual preference for music in those contexts. | | |
| Adolescence | | | |
| Grades 9-Diploma Proficient | | | Grades 9-Diploma Advanced |
| Performance Expectations | Explore and evaluate personal benefits of listening to, performing, and creating music, and the role that music plays in developing empathy. | | Discuss and debate the nature of music appreciation and justify music's value to individuals in a society. |
| Strand | B. MUSIC | | |

| | | | |
|--------------------------|--|---|--|
| Standard | B2 – Connect with a variety of musical experiences through the relations between music, the other arts, and other disciplines. | | |
| | Childhood | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Explore how music is used for a variety of purposes and occasions. | Explore how music relates to other disciplines when experiencing music. | With guidance, identify relationships between music and another art or discipline outside the arts. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | With guidance, discuss relationships between music and another art or discipline outside the arts. | Identify relationships between music and another art or discipline outside the arts. | Demonstrate and explore how music relates to other disciplines when creating, performing, and responding to music. |
| Early Adolescence | | | |
| | Grades 6-8 | | |
| Performance Expectations | a. Demonstrate and explore skills and concepts that are similar across disciplines. b. Describe and explore how the study of music integrates with other disciplines and professions. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | | Grades 9-Diploma Advanced |
| Performance Expectations | a. Analyze skills and concepts that are similar across disciplines. b. Analyze the impact of music on other disciplines and professions. | | a. Justify the use of music in specific artistic works that combine the other arts. b. Evaluate the impact of music on other disciplines and professions. |
| Strand | B. MUSIC | | |
| Standard | B3 – Connect with a variety of musical experiences through the relationships between music, history, and culture. | | |
| | Childhood | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Explore music from a variety of societal, cultural, and historical contexts and respond through singing, listening, or moving. | With guidance, experience repertoire from a variety of societal, cultural, and historical contexts by singing, moving, and playing in a manner appropriate to the context of the music. | With guidance, discuss characteristics of music from a variety of societal, cultural, and historical contexts. |
| | Grade 3 | Grade 4 | Grade 5 |

| | | | |
|-----------------------------|--|---|--|
| Performance Expectations | Explore and discuss characteristics of music from a variety of societal, cultural, and historical contexts. | Explore characteristics of music from a variety of societal, cultural, and historical contexts when creating, performing, and responding to music. | Demonstrate and explore characteristics of music from a variety of societal, cultural, and historical contexts when creating, performing, and responding to music. |
| Strand | B. MUSIC | | |
| Standard | B3 – Connect with a variety of musical experiences through the relationships between music, history, and culture. | | |
| Early Adolescence | | | |
| Grades 6-8 | | | |
| Performance Expectations | a. Identify and describe the distinguishing characteristics of musical works from a variety of genres, styles, historical periods, and cultures. b. Compare and contrast, in various cultures and historical periods, the functions of music, the roles of musicians, and the conditions under which participation in music typically occurs. c. Explore unfamiliar musical works by genre, style, historical period, and/or culture and defend the classification. | | |
| Adolescence | | | |
| Grades 9-Diploma Proficient | | Grades 9-Diploma Advanced | |
| Performance Expectations | a. Identify and describe the stylistic features of known musical works that serve to define their aesthetic tradition and historical or cultural context. b. Identify and explore music and musicians that influenced societal change and/or politics and describe how they reflected culture at a particular time in history. c. With guidance, classify unfamiliar musical works by genre, style, historical period, and/or culture and defend the classification. | a. Analyze and articulate the stylistic features of known musical works that serve to define their aesthetic tradition and historical or cultural context. b. Analyze music and musicians that influenced societal change and/or politics and describe how they reflected culture at a particular time in history. c. Classify unfamiliar musical works by genre, style, historical period, and/or culture and defend the classification. | |
| Strand | B. MUSIC | | |
| Standard | C1 – Perform a rich and diverse repertoire of music. | | |
| Childhood | | | |
| Kindergarten | | Grade 1 | Grade 2 |

| | | | |
|--------------------------|---|--|---|
| Performance Expectations | <p>a. With guidance, explore vocal range, pitch flexibility, and types of voices (i.e., whisper, speak, sing, call/shout, thinking/audiate.)</p> <p>b. With guidance, explore a variety of classroom instruments.</p> <p>c. With guidance, perform simple songs and echo phrases.</p> | <p>a. With guidance, sing in head voice and demonstrate types of voices.</p> <p>b. With guidance, perform on a variety of classroom instruments with proper posture and basic techniques.</p> <p>c. With guidance, perform a variety of melodies and call- and-response songs.</p> | <p>a. Sing in head voice with proper posture.</p> <p>b. Perform on a variety of classroom instruments with appropriate hand placement.</p> <p>c. Explore and perform basic forms in music (i.e., binary, ternary, rondo, etc.)</p> |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | <p>a. Sing in head voice with increasing pitch accuracy using proper posture.</p> <p>b. Perform songs on a variety of classroom instruments with appropriate technique, and in various tonalities and meters.</p> <p>c. Explore and perform music in basic forms with increasing technical accuracy at a consistent tempo.</p> | <p>a. Sing in head voice with increasing pitch accuracy using proper posture and breath support.</p> <p>b. Perform songs on a variety of classroom instruments with appropriate technique in various tonalities and meters, and with appropriate dynamics.</p> <p>c. Explore and perform music in basic forms with increasing accuracy, proper technique, and at a consistent tempo.</p> | <p>a. Sing in head voice with increasing pitch accuracy, with proper posture, breath support, and appropriate tone.</p> <p>b. Perform songs on a variety of classroom instruments with appropriate technique, in various tonalities and meters, with appropriate dynamics and articulations.</p> <p>c. Perform a rich and diverse repertoire with increasing technical accuracy and proper technique at a consistent tempo.</p> |
| Strand | B. MUSIC | | |
| Standard | C1 – Perform a rich and diverse repertoire of music. | | |
| | Early Adolescence | | |
| | Grades 6-8 | | |
| Performance Expectations | <p>a. Explore the function of the voice/instrument to support healthy singing/playing habits.</p> <p>b. Accurately and expressively sing and/or play a rich and diverse repertoire of music using appropriate skills throughout a limited range.</p> <p>c. Perform a rich and diverse repertoire of music that includes changes in tempo, key, and meter.</p> | | |
| | Adolescence | | |
| | Grades 9-Diploma Proficient | | Grades 9-Diploma Advanced |

| | | | | |
|--------------------------|---|---|---|--|
| Performance Expectations | <p>a. Practice healthy playing/singing habits. b. Accurately and expressively sing and/or play a rich and diverse repertoire of music using appropriate skills throughout an expanded range. c. Perform a rich and diverse repertoire that requires attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys.</p> | | | <p>a. Model healthy playing/singing habits and explore the long-term impacts of playing/singing. b. Accurately and expressively sing and/or play a rich and diverse repertoire of music using appropriate skills throughout an advanced range. c. Perform a rich and diverse repertoire that includes a wide range, difficult technical passages, nuanced interpretation, and greater part independence.</p> |
| Strand | B. MUSIC | | | |
| Standard | C2 – Apply criteria and feedback to rehearse and re-create musical experiences. | | | |
| Childhood | | | | |
| | Kindergarten | Grade 1 | Grade 2 | |
| Performance Expectations | Share short songs as a group with others, in formal and/or informal settings. | Share short songs as a group with others, in formal and/or informal settings. With guidance, apply teacher-provided feedback. | Share sort songs as a group with others, in formal and/or informal settings. As a group, reflect on performances and apply feedback. | |
| | Grade 3 | Grade 4 | Grade 5 | |
| Performance Expectations | Demonstrate short songs alone or with others, in forma and/or informal settings. With guidance, reflect on performances and apply feedback. | Recreate music experiences alone or with others, in formal and/or informal settings. With guidance, reflect on performances and apply feedback. | Recreate music experiences alone or with others, in formal and/or informal settings. Reflect on and refine performances by applying feedback. | |
| Early Adolescence | | | | |
| | Grades 6-8 | | | |
| Performance Expectations | Analyze, evaluate, and refine music experiences using criteria and feedback from the teacher. | | | |
| Adolescence | | | | |
| | Grades 9-Diploma Proficient | | | Grades 9-Diploma Advanced |

| | | |
|--------------------------|---|---|
| Performance Expectations | Analyze, evaluate, and refine music experiences using criteria and feedback from the teacher and others. | Analyze, evaluate, and refine personal elements of music experiences independent of guidance from the composer, conductor, or fellow musicians. |
| Strand | B. MUSIC | |
| Standard | D1 – Audiate and communicate musical ideas. | |
| | Childhood | |
| | Kindergarten | Grade 1 |
| Performance Expectations | With substantial guidance, explore the concept of audiation. | As a group, audiate and perform the motions of a poem and/or song. |
| | Grade 3 | Grade 4 |
| Performance Expectations | Demonstrate the ability to audiate with increasing accuracy by recreating familiar musical ideas alone. | Demonstrate the ability to audiate by accurately recreating familiar musical ideas alone. |
| | | Grade 5 |
| Performance Expectations | | Demonstrate the ability to audiate independently audiate and perform the motions of a poem and/or song. |
| Early Adolescence | Grades 6-8 | |
| Performance Expectations | Demonstrate the ability to audiate by accurately recreating familiar and unfamiliar musical excerpts or pieces. | |
| Adolescence | Grades 9-Diploma Proficient | |
| Performance Expectations | Demonstrate the ability to audiate the elements of music in a given excerpt or piece and perform it. | Demonstrate the ability to audiate the elements of music in a given excerpt or piece and perform it in a musical or culturally authentic way. |
| Strand | B. MUSIC | |
| Standard | D2 – Read and communicate musical ideas using terms and symbols. | |
| | Childhood | |
| | Kindergarten | Grade 1 |
| | | Grade 2 |

| | | | |
|--------------------------|--|--|--|
| Performance Expectations | a. With guidance, explore vocal flexibility and songs within an appropriate vocal range. b. With guidance, use movement to explore pulse in duple and triple meter. c. With guidance, explore music opposites (e.g., loud/soft, high/low, fast/slow, etc.) | a. With guidance, show melodic contour and echo a variety of tonal patterns and/or fragments vocally. b. With guidance, maintain a steady pulse in duple and triple meter. c. With guidance, identify music opposites using applicable descriptors. | a. With guidance, recognize familiar tonal patterns and songs performed instrumentally and/or on a neutral syllable. b. With guidance, recognize rhythms of familiar songs and poems, performed instrumentally and/or on a neutral syllable. c. With guidance, discuss expressive qualities of music using applicable descriptors. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | a. With guidance, echo and decode, with increasing accuracy, a variety of tonal and rhythmic patterns and songs performed instrumentally and/or vocally. b. Discuss and describe expressive qualities of music using applicable descriptors. | a. Echo and decode, with accuracy, a variety of tonal and rhythmic patterns and songs performed instrumentally and/or vocally. With guidance, read a variety of tonal and rhythmic patterns patterns. b. Identify (visually and aurally) and describe common expressive musical symbols and elements. | a. Echo, decode, and read, with accuracy, a variety of tonal and rhythmic patterns and songs performed instrumentally and/or vocally. b. Identify (visually and aurally), describe, and demonstrate musical terms and elements. |
| Strand | B. MUSIC | | |
| Standard | D2 – Read and communicate musical ideas using terms and symbols. | | |
| | Early Adolescence | | |
| | Grades 6-8 | | |
| Performance Expectations | a. Read the terms and symbols for a piece of music to inform a performance or critique. b. Apply musical terms and symbols to express musical ideas to other musicians. | | |
| | Adolescence | | |
| | Grades 9-Diploma Proficient | | Grades 9-Diploma Advanced |
| Performance Expectations | a. Read and interpret the terms and symbols for a piece of music to inform a performance or critique. b. Analyze musical terms and symbols to express musical ideas to other musicians. | | a. Fluently read and interpret familiar and unfamiliar musical terms and symbols while performing. b. Evaluate the ability of musical terms and symbols to express subtle musical ideas to other musicians. |
| Strand | B. MUSIC | | |
| Standard | E1 – Generate and conceptualize musical ideas. | | |

| Childhood | | | |
|--------------------------|---|---|---|
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | With guidance, explore vocal and instrumental sounds. | With guidance, improvise/create short answers, rhythmic patterns, beat motions, and/or word substitutions. | With guidance, vocally and instrumentally improvise/create short melodies and rhythms. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Improvise/create melodic and rhythmic phrases to express a musical idea. | Improvise/create, both vocally and instrumentally, melodic and rhythmic phrases to express a musical idea with increasing complexity. | Improvise/create, both vocally and instrumentally, melodic and rhythmic phrases to express a musical idea which conveys a specific purpose. |
| Early Adolescence | | | |
| | Grades 6-8 | | |
| Performance Expectations | Generate a wide variety of musical ideas using a set of criteria. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | | Grades 9-Diploma Advanced |
| Performance Expectations | Generate a wide variety of musical ideas with heightened expressive qualities by incorporating your personal feelings, opinions, and experiences. | | Generate a wide variety of musical ideas considering historical and cultural contexts. |
| Strand | B. MUSIC | | |
| Standard | E2 – Organize and develop musical ideas to achieve a creative goal. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Explore visual and kinesthetic representations of sound. | With guidance, choose visual and kinesthetic representations of sound. | With guidance, plan and arrange visual and kinesthetic representations of sound. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | With guidance, plan and create rhythmic and melodic patterns through multiple pathways. | Plan, create, and notate rhythmic and melodic patterns through multiple pathways. | Plan, create, notate, and refine rhythmic and melodic patterns to convey musical ideas. |
| Early Adolescence | | | |
| | Grades 6-8 | | |
| Performance Expectations | Use a goal-oriented process to select, develop ideas, and combine elements of music to improvise, compose, or arrange music. | | |
| Adolescence | | | |

| | | | |
|--------------------------|---|--|--|
| | Grades 9-Diploma Proficient | | Grades 9-Diploma Advanced |
| Performance Expectations | Plan, select, and combine musical ideas to achieve a musical goal. | | Plan, select, and combine music from multiple genres to achieve a musical goal. |
| Strand | B. MUSIC | | |
| Standard | E3 – Refine and complete music work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | With guidance, explore ways to change a familiar song or poem. | With guidance, apply collaborative alterations to a familiar song or poem. | With guidance, apply individually selected alterations to a familiar song or poem. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | With guidance, identify ways to use feedback toward musical ideas. | With guidance, use feedback to refine musical ideas. | Use feedback to refine musical ideas. |
| Early Adolescence | | | |
| | Grades 6-8 | | |
| Performance Expectations | Refine musical works using given criteria. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | | Grades 9-Diploma Advanced |
| Performance Expectations | Refine musical works using feedback and considering audience and venue to better achieve a musical goal. | | Refine musical works seeking feedback from other artists in the music community. |
| Strand | B. MUSIC | | |
| Standard | F1 – Identify positive inter- and intra-personal skills that impact the quality of a musician’s art and participation in the arts. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Demonstrate taking turns and active listening skills. | Explore cooperative skills (individual and group responsibilities) in order to perform as a group. | With guidance, demonstrate active participation and communication skills in group music making (e.g., basic problem solving, compromise, inclusion, personal responsibility, etc.) |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Demonstrate active participation and communication skills in group music making (e.g., basic problem solving, compromise, inclusion, personal responsibility, etc.) | Identify skills and habits that support group music-making goals. | Identify and demonstrate skills and habits that positively affect group music-making goals. |

| | | | |
|--|--|---|--|
| Early Adolescence | | | |
| | | Grades 6-8 | |
| Performance Expectations | | Demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts. | |
| Adolescence | | | |
| | | Grades 9-Diploma Proficient | Grades 9-Diploma Advanced |
| Performance Expectations | | Demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. | Demonstrate positive leadership skills and reflect on the impact of leadership skills on personal success in the arts. |
| Strand | | B. MUSIC | |
| Standard | | F2 – Make technical and expressive adjustments to meet the goals of the performing group. | |
| Childhood | | | |
| | | Kindergarten | Grade 1 |
| Performance Expectations | | With guidance, perform songs and poems as a group and respond to teacher cues (i.e., my turn-your turn, start-stop, etc.) | With guidance, perform words, motions, and/or instruments of songs and poems in time with the group. |
| | | Grade 2 | Grade 3 |
| Performance Expectations | | With guidance, apply simple visual cues from a conductor to a performance. | With guidance, use visual and auditory cues from others to adjust a performance. |
| | | Grade 4 | Grade 5 |
| Performance Expectations | | With guidance apply simple visual and auditory cues from others. | Use visual and auditory cues from others to adjust a performance. |
| Early Adolescence | | | |
| | | Grades 6-8 | |
| Performance Expectations | | Employ strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances. | |
| Early Adolescence | | | |
| | | Grades 9-Diploma Proficient | Grades 9-Diploma Advanced |
| Performance Expectations | | Select strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances. | Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances. |
| The Media Arts Standards | | | |
| The media arts standards are designed to enable students to achieve media arts literacy. Media arts standards assume the diverse forms and categories of media arts as | | | |
| Strand | | C. MEDIA ARTS | |
| Standard | | A1 – Generate and conceptualize artistic ideas and work. | |
| Childhood | | | |
| | | Kindergarten | Grade 1 |
| | | Grade 2 | Grade 3 |

| | | | |
|--------------------------|---|---|---|
| Performance Expectations | Discover, play, and share ideas for media artworks. | Express and share ideas for media artworks through sketching and modeling. | Discover multiple ideas for media artworks through brainstorming and improvising. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Develop multiple areas for media artworks using a variety of tools, methods and/or materials. | Conceive of original artistic goals for media artworks using a variety of creative methods. | Envision original ideas and innovations for media artworks using personal experiences and/or the work of others. |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | | Grades 6-8 Advanced |
| Performance Expectations | Formulate variations of goals and solutions for media artworks by practicing chosen creative processes (i.e., sketching, improvising, brainstorming, etc.). | | Generate ideas, goals, and solutions for original media artworks through application of focused creative processes (i.e., divergent thinking, experimenting, etc.). |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes. | Strategically utilize generative methods to formulate multiple areas, refine artistic goals, and increase the originality of approaches in media arts creation processes. | Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes. |
| Strand | C. MEDIA ARTS | | |
| Standard | A2 – Organize and develop artistic ideas and work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | With guidance, use ideas to form plans or models for media arts productions. | With guidance, use identified ideas to form plans and models for media arts productions. | Choose ideas to create plans and models for media arts productions. |
| | Grade 3 | Grade 4 | Grade 5 |

| | | | |
|--------------------------|---|---|---|
| Performance Expectations | Form, share, and test ideas, plans, and models to prepare for media arts productions. | Discuss, test, and assemble ideas, plans, and models for media arts productions, considering artistic goals and the presentation. | Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience. |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | Grades 6-8 Advanced | |
| Performance Expectations | Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent. | Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and presentation context. | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context. | Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context | Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations. |
| Strand | C. MEDIA ARTS | | |
| Standard | A3 – Refine and complete artistic work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Form, capture, revise and share media arts content for expression and meaning in media productions. | Create, capture, assemble, refine and finish media arts productions, identifying basic principles in the content form. | a. Construct and assemble content for unified media arts productions, identifying and applying basic principles. b. Describe expressive effects in altering, refining, and completing media artworks. |

| | Grade 3 | Grade 4 | Grade 5 |
|--------------------------|--|--|---|
| Performance Expectations | <p>a. Construct and order various content into unified, purposeful media arts productions, and describe and apply principles.</p> <p>b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.</p> | <p>a. Structure and arrange various content and components to convey purpose and meaning, applying sets of associated principles in different media arts productions.</p> <p>b. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.</p> | <p>a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles.</p> <p>b. Determine how elements and components can be altered for clear communication and intentional effects and refine media artworks to improve clarity and purpose.</p> |
| Strand | C. MEDIA ARTS | | |
| Standard | A3 – Refine and complete artistic work. | | |
| Early Adolescence | Grades 6-8 Proficient | | Grades 6-8 Advanced |
| Performance Expectations | <p>a. Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles and point of view.</p> <p>b. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.</p> | | <p>a. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles.</p> <p>b. Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.</p> |
| Early Adolescence | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |

| | | | |
|--------------------------|---|--|---|
| Performance Expectations | <p>a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions demonstrating understanding of associated principles in media arts productions.</p> <p>b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.</p> | <p>a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions, demonstrating understanding of associated principles in media arts productions.</p> <p>b. Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences, and contexts.</p> | <p>a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles.</p> <p>b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.</p> |
| Strand | C. MEDIAARTS | | |
| Standard | B1 – Select, analyze, and interpret artistic work for presentation. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | With guidance, combine art forms and media content. | Combine varied academic, arts, and media content in media artworks. | Practice combining varied academic, arts, and media content into unified media artworks. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Practice combining varied academic, arts, and media forms and content into unified media artworks. | Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks. | Create media artworks through the integration of multiple contents and forms. |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | | Grades 6-8 Advanced |
| Performance Expectations | Validate how integrating multiple contents and forms can support a central idea in a media artwork. | | Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas. |
| Early Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |

| | | | | |
|--------------------------|--|--|---|--|
| Performance Expectations | | Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience. | Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity. | Synthesize various arts, media arts, forms and academic content into unified media arts productions that retain artistic fidelity across platforms. |
| Strand | C. MEDIA ARTS | | | |
| Standard | B2 – Develop and refine artistic techniques and work for presentation. | | | |
| Childhood | | | | |
| | Kindergarten | Grade 1 | | Grade 2 |
| Performance Expectations | Identify and share basic creative skills, such as performing, use of tools, making choices, and cooperating in creating media artworks. | Describe, experiment, plan, and demonstrate various artistic skills, varying techniques and roles, while collaborating and sharing media arts productions. | | Enact roles to demonstrate basic ability in various artistic, design, technical, and soft skills. Demonstrate experimentation skills and use tools to capture and form media artworks. |
| | Grade 3 | Grade 4 | | Grade 5 |
| Performance Expectations | a. Exhibit emerging ability in a variety of artistic, design, technical, organizational roles, and group planning in media arts productions. b. Exhibit basic creative skills, use of tools and techniques to invite new content and solutions within and through media arts productions. | a. Enact identified roles to practice foundational artistic, design, technical, and soft skills. b. Practice foundational innovative abilities, and use design thinking collaboratively in addressing problems within and through media arts productions. c. Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks. | | a. Enact various roles to practice fundamental ability in artistic, design, technical, and soft skills in media arts productions. b. Practice fundamental creative and innovative abilities, expanding conventions, addressing problems within and through media arts productions. c. Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks. |
| Strand | C. MEDIA ARTS | | | |
| Standard | B2 – Develop and refine artistic techniques and work for presentation. | | | |
| Early Adolescence | | | | |
| | Grades 6-8 Proficient | | | Grades 6-8 Advanced |

| | | | |
|--------------------------|---|--|--|
| Performance Expectations | <p>a. Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks.</p> <p>b. Develop a variety of creative and adaptive innovation abilities, in developing solutions within and through media arts productions.</p> <p>c. Demonstrate adaptability using tools and techniques in standard ways in constructing media artworks.</p> | | <p>a. Demonstrate a defined range of artistic, design, technical, and soft skills through performing specific roles in producing media artworks, such as strategizing and collaborative communication.</p> <p>b. Demonstrate a defined range of creative and adaptive innovation abilities, such as divergent solutions and bending conventions, in developing new solutions for identified problems within and through media arts productions.</p> <p>c. Demonstrate adaptability using tools, techniques, and content in standard and experimental ways to communicate intent in the production of media artworks.</p> |
| Strand | C. MEDIA ARTS | | |
| Standard | B2 – Develop and refine artistic techniques and work for presentation. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | <p>a. Demonstrate progression in artistic, design, technical and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.</p> <p>b. Develop and refine a determined range of creative and adaptive innovation abilities, design thinking, and risk taking, in addressing identified challenges and constraints within and through media arts productions.</p> <p>c. Demonstrate adaptation and innovation through the combination of tools, techniques, and content, in standard and innovative ways to communicate intent in the production of media artworks.</p> | <p>a. Demonstrate effective command of artistic, design, technical, and soft skills in managing and producing media artworks. Demonstrate effective ability in creative and adaptive innovation to address sophisticated challenges within and through media arts productions.</p> <p>b. Demonstrate the skillful adaptation and combination of styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media artworks.</p> | <p>a. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.</p> <p>b. Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions to address complex challenges within and through media arts productions.</p> <p>c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.</p> |
| Strand | C. MEDIA ARTS | | |
| Standard | B3 – Convey meaning through the performance/presentation of artistic work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | <p>With guidance, identify meaning and share roles in presenting media artworks.</p> | <p>With guidance, discuss presentation conditions and perform a task in presenting media artworks.</p> | <p>Identify, describe, and share presentation conditions and performance tasks in presenting media artworks.</p> |
| | Grade 3 | Grade 4 | Grade 5 |

| | | | |
|--------------------------|---|--|--|
| Performance Expectations | a. Identify and describe the presentation conditions and take on roles and processes in presenting or distributing media artworks. b. Share results of and improvements for presenting media artworks. | a. Explain the presentation conditions and fulfill a role and processes in presenting or distributing media artworks. b. Explain results of and improvements for presenting media artworks. | a. Compare qualities and purposes of presentation formats and fulfill a role and associated processes in presentation and/or distribution of media artworks. b. Compare results of and improvements for presenting media artworks. |
| Strand | C. MEDIAARTS | | |
| Standard | B3 – Convey meaning through the performance/presentation of artistic work. | | |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | | Grades 6-8 Advanced |
| Performance Expectations | a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks. b. Evaluate results of and improvements for presenting media artworks. | | a. Design the presentation and distribution of media artworks through multiple formats and/or contexts. b. Evaluate the results of and implement improvements for presenting media artworks, considering impact. |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | | Grades 9-Diploma Accomplished |
| Performance Expectations | a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences. b. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts. | | a. Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, audiences, physical and virtual channels. b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts. |
| | | | Grades 9-Diploma Advanced |
| Performance Expectations | | | a. Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts, such as markets and venues. b. Independently evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts, such as new understandings that were gained by the artist and audience. |
| Strand | C. MEDIAARTS | | |
| Standard | C1 – Perceive and analyze artistic work. | | |
| Childhood | | | |
| | Kindergarten | | Grade 1 |
| Performance Expectations | Recognize and share components and messages in media artworks. | | Grade 2 |
| | | | Grade 1 |
| | | | Grade 2 |
| | Grade 3 | | Grade 4 |
| | | | Grade 5 |
| | | | Grade 5 |

| | | | |
|--------------------------|---|--|---|
| Performance Expectations | Identify and describe how messages are created by components in media artworks and how various forms, methods, and styles in media artworks manage audience experience. | a. Identify, describe, and explain how messages are created by components in media artworks. b. Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience. | a. Identify, describe, and differentiate how message and meaning are created by components in media artworks. b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience. |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | | Grades 6-8 Advanced |
| Performance Expectations | Identify, describe, and analyze how message and meaning are created by components in media artworks in order to manage audience experience. | | Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks in order to manage audience experience and create intention. |
| Strand | C. MEDIA ARTS | | |
| Standard | C1 – Perceive and analyze artistic work. | | |
| Early Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | a. Analyze the qualities of and relationships between components, style, and preferences communicated by media artworks and artists. b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception. | a. Analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and feedback on how they impact audience. b. Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception. | a. Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks, and how they impact audience. b. Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception and systemic communications. |
| Strand | C. MEDIA ARTS | | |
| Standard | C2 – Interpret intent and meaning in artistic work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | With guidance, share observations regarding a variety of media artworks. | With guidance, identify the meanings of a variety of media artworks. | Determine the purposes and meanings of media artworks, considering their context. |

| | | | |
|--------------------------|---|---|---|
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Determine the purposes and meanings of media artworks while describing their context. | Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context. | Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context. |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | | Grades 6-8 Advanced |
| Performance Expectations | Analyze the intent of a variety of media artworks, using given criteria. | | Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts. |
| Early Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts. | Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts. | Analyze the intent, meanings, and impacts of diverse media artworks, considering complex factors of context and bias. |
| Strand | C. MEDIA ARTS | | |
| Standard | C3 – Apply criteria to evaluate artistic work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Share appealing qualities and possible changes in media artworks. | Identify the effective parts of and possible changes to media artworks, considering viewers. | Discuss the effectiveness of and improvements for media artworks, considering their context. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Identify basic criteria for and evaluate media artworks, considering possible improvements and context. | Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context. | Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback. |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | | Grades 6-8 Advanced |

| | | | |
|--------------------------|--|---|--|
| Performance Expectations | Determine and apply specific criteria to evaluate various media artworks and production processes, consider context and practice providing constructive feedback. | | Evaluate media artworks and production processes with developed criteria, considering context and artistic goals. |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals. | Form and apply defensible evaluations in the constructive and systemic critique of media artworks and production processes. | Independently develop rigorous evaluations of, and strategically give feedback for, media artworks and production processes, considering complex goals and factors. |
| Strand | C. MEDIAARTS | | |
| Standard | D1 – Synthesize and relate knowledge and personal experiences to create art. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Use personal experiences and share choices in making media artworks. | Use personal experiences, interests, and models in creating and sharing media artworks. | a. Use personal experiences, interests, information, and models in creating media artworks. b. Discuss media artworks, describing their meaning and purpose. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Use personal and external resources to create media artworks. Identify and show how media artworks form meanings, situations, and/or culture. | a. Examine and use personal and external resources, and cultural understanding, to create media artworks. b. Examine and show how media artworks form meanings, situations, and/or cultural experiences. | c. Access and use internal and external resources to create media artworks. d. Examine and show how media artworks form meanings, situations, and cultural experiences. |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | Grades 6-8 Advanced | |
| Performance Expectations | a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research. b. Explain and show how media artworks form new meanings, situations, and cultural experiences. | Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works. | |
| Strand | C. MEDIAARTS | | |
| Standard | D1 – Synthesize and relate knowledge and personal experiences to create art. | | |
| Adolescence | | | |

| | | | |
|--------------------------|---|---|---|
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | <p>a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as personal interests and cultural experiences.</p> <p>b. Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.</p> | <p>a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.</p> <p>b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.</p> | <p>a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.</p> <p>b. Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.</p> |
| Strand | C. MEDIA ARTS | | |
| Standard | D2 – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | <p>With guidance, share ideas, relating media artworks with everyday life.</p> | <p>a. Discuss and describe media artworks in everyday life.</p> <p>b. Interact appropriately with media arts tools and environments considering safety, rules, and fairness.</p> | <p>a. Discuss how media artworks and ideas relate to everyday and cultural life, such as media messages and media environments.</p> <p>b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.</p> |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | <p>a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online attitudes and behavior.</p> <p>b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.</p> | <p>a. Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday cultural life and technology use.</p> <p>b. Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.</p> | <p>a. Research and show how media artworks and ideas relate to personal, social, and community life.</p> <p>b. Examine, discuss and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.</p> |
| Strand | C. MEDIA ARTS | | |
| Standard | D2 – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. | | |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | Grades 6-8 Advanced | |
| Performance Expectations | <p>a. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.</p> <p>b. Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, and media literacy.</p> | <p>a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.</p> <p>b. Analyze and responsibly interact with media arts tools, environments, legal and technological contexts, considering ethics, media literacy, social media, and virtual worlds.</p> | |

| Adolescence | | | |
|--------------------------|--|--|--|
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity. b. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity. | a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth. b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity. | a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks. b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts. |

The Visual Arts Standards

The Visual Arts Standards are designed to enable students to acquire the knowledge, skills, and understandings to navigate the breadth and depth of the Visual Arts experiences through disciplinary literacy and the development of technical artistic skills. Visual Arts literacy occurs as a result of engaging in an authentic creative process, through the use of a wide variety of traditional, nontraditional, and emerging materials, as well as the inclusion of technology, and applying the formal technical artistic skills of the Elements of Art and Principles of Design, knowing an arts language to describe art, and discovering the expressive qualities of art. Creating, Presenting, Responding, and Connecting are essential components of sequential instruction in a comprehensive K-12 Visual Arts program that foster curiosity and collaboration. The Visual Arts Standards describe expectations for learning in the Visual Arts regardless of style, genre, or media. The Standards serve as an impetus for Arts Educators, through the support of their administrators, to inspire, support, and guide their students in the many facets of Visual Arts education so that Maine students are artistically literate and prepared for a lifelong appreciation, understanding, and engagement in the arts.

While presented chronologically, the processes are best designed and taught in a blended fashion to support rich artistic skills and behaviors. Embedded in the standards are ideas about how Visual Arts learning can be broadened and deepened to support students in making meaning of their lives and their world. Essential questions are provided for teachers as thought starters promoting inquiry-based teaching and learning. They support communicating and learning in art by providing language needed for students and stakeholders alike.

| | |
|----------|--|
| Strand | D. VISUAL ARTS |
| Standard | A1 – Generate and conceptualize artistic ideas and work. |

| Childhood | | | |
|--------------------------|--|--|---|
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | a. Engage in exploration and imaginative play with various arts materials. b. Engage collaboratively in creative art-making in response to an artistic problem. | a. Engage collaboratively in exploration and imaginative play with materials. b. Use observation and investigation in preparation for making a work of art. | a. Brainstorm to generate multiple approaches to an art or design problem. b. Make art or design with various materials and tools to explore personal interests, questions, and curiosities. |
| | Grade 3 | Grade 4 | Grade 5 |

| | | | |
|--------------------------|--|--|---|
| Performance Expectations | a. Elaborate on an imaginative idea. b. Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. | a. Brainstorm individual and collaborative approaches to a creative art or design problem. b. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers. | a. Combine ideas to generate an innovative idea for art-making. b. Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art. |
| Strand | D. VISUAL ARTS | | |
| Standard | A1 – Generate and conceptualize artistic ideas and work. | | |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | Grades 6-8 Accomplished | Grades 6-8 Advanced |
| Performance Expectations | a. Collaboratively exchange strategies, concepts, and different points of view to generate innovative ideas for creating art. b. Formulate an artistic investigation of personally relevant content for creating art. | a. Apply strategies, concepts, and different points of view to overcome creative blocks. b. Develop criteria to guide making a work of art or design to meet an identified goal. | a. Document and reflect on the stages of the creative process visually and/or verbally in traditional or new media. b. Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | a. Use multiple art-making approaches to being creative endeavors. b. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. | a. Formulate, individually or collaboratively, new creative problems based on students' existing artwork. b. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. | a. Visualize and hypothesize to generate ideas and plans for directions for creating art and design that meets human needs and wants. b. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of a body of original artworks based on a theme, idea, or concept. |
| Strand | D. VISUAL ARTS | | |
| Standard | A2 – Organize and develop artistic ideas and work. | | |

| Childhood | | | |
|--------------------------|--|---|---|
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | <p>a. Build skills in various media and approaches to art-making through experimentation.</p> <p>b. Identify safe and nontoxic art materials, tools, and equipment.</p> <p>c. Create art that represents natural and constructed environments.</p> | <p>a. Explore uses of materials and tools to create works of art or design.</p> <p>b. Demonstrate safe procedures for using and leaning materials, tools, and equipment while making art.</p> <p>c. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.</p> | <p>a. Experiment with various materials and tools to explore personal interests in a work of art or design.</p> <p>b. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p> <p>c. Repurpose found objects to make a new artwork or design.</p> |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | <p>a. Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>b. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p> <p>c. Individually and collaboratively construct representations diagrams, or maps of places that are part of everyday life.</p> | <p>a. Explore and invent art-making techniques and approaches.</p> <p>b. Utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself or others.</p> <p>c. Document, describe, and represent regional constructed environments.</p> | <p>a. Experiment and develop skills in multiple art-making techniques and approaches through practice.</p> <p>b. Demonstrate quality craftsmanship through care for, and use of, materials, tools, and equipment.</p> <p>c. Identify, describe, and visually document places and/or objects of personal significance.</p> |
| Strand | D. VISUAL ARTS | | |
| Standard | A2 – Organize and develop artistic ideas and work. | | |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | Grades 6-8 Accomplished | Grades 6-8 Advanced |

| | | | |
|--------------------------|---|---|--|
| Performance Expectations | <p>a. Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p>b. Explain environmental implications of conservation, care, and clean-up of arts materials, tools, and equipment.</p> <p>c. Design or redesign objects, places, or systems that meet the identified needs of diverse users.</p> | <p>a. Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>b. Demonstrate awareness of ethical responsibilities to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats.</p> <p>c. Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information and ideas.</p> | <p>a. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p> <p>b. Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.</p> <p>c. Select, organize, and design images and text to make visually clear and compelling artistic work.</p> |
| Strand | D. VISUAL ARTS | | |
| Standard | A2 – Organize and develop artistic ideas and work. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |

| | | | |
|--------------------------|--|--|--|
| Performance Expectations | <p>a. Engage in making a work of art or design without having a preconceived plan.</p> <p>b. Explain how traditional and nontraditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools, and equipment.</p> <p>c. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> | <p>a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>b. Demonstrate awareness of ethical implications of making and distributing creative work.</p> <p>c. Redesign an object, system, place, or design in response to contemporary issues.</p> | <p>a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p>b. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p> <p>c. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers peoples' lives.</p> |
| Strand | D. VISUAL ARTS | | |
| Standard | A3 – Refine and complete artistic work. | | |
| Childhood | | | |
| Kindergarten | | | |
| Performance Expectations | Explain the process of making art while creating. | Use vocabulary to describe choices while creating art. | Discuss and reflect with peers about choices made in creating artwork. |
| Grade 3 | | | |
| Performance Expectations | Discuss, reflect, and add details to enhance an artwork's emerging meaning. | Revise artwork in progress on the basis of insights gained through peer discussion. | Use art vocabulary to describe personal choices in artmaking and in creating artist statements. |
| Early Adolescence | | | |
| Grades 6-8 Proficient | | | |
| Performance Expectations | Reflect on whether personal artwork conveys the intended meaning and revise accordingly. | Reflect on and explain important information about personal artwork in an artist statement or another format. | Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. |

| Adolescence | | | |
|--------------------------|---|---|--|
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. | Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. | Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. |
| Strand | D. VISUAL ARTS | | |
| Standard | B1 – Select, analyze, and interpret artistic work for presentation. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Select art objects for personal portfolio and display, explaining why they were chosen. | Explain why some objects, artifacts, and artworks are valued over others. | Categorize artwork based on a theme or concept for an exhibition. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Investigate and discuss possibilities and limitations of spaces, for exhibiting artwork, including digital spaces. | Explore how past, present, and emerging technologies have impacted the preservation and presentation of artwork. | Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork. |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | Grades 6-8 Accomplished | Grades 6-8 Advanced |
| Performance Expectations | Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork. | Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced. | Develop and apply criteria for evaluating a collection of artworks for presentation. |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | Analyze, select, and curate artifacts and/or artworks for presentation and preservation. | Analyze, select, and critique personal artwork for a collection or portfolio presentation. | Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. |

| | | | |
|--------------------------|---|---|--|
| Strand | D. VISUAL ARTS | | |
| Standard | B2 – Develop and refine artistic techniques and work for presentation. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Explain the purpose of a portfolio or collection. | Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation. | Distinguish between different materials or artistic techniques for preparing artwork for presentation. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Identify exhibit space and prepare works of art, including artists' statements, for presentation. | Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats. | Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork. |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | Grades 6-8 Accomplished | Grades 6-8 Advanced |
| Performance Expectations | Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the accessibility for the viewer, and the layout of the exhibit. | Based on criteria, analyze and evaluate methods for preparing, preserving, and presenting art. | Collaboratively prepare and present selected theme-based artwork for display and formulate exhibition narratives for the viewer. |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | Individually or collaboratively, analyze and evaluate the reasons and ways an exhibition is presented and how it is accessible to the viewer. | Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. | Investigate, compare, and contrast methods and processes for preserving, presenting, and protecting a variety of art works. |
| Strand | D. VISUAL ARTS | | |
| Standard | B3 – Convey meaning through the presentation of artistic work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |

| | | | |
|--------------------------|--|---|---|
| Performance Expectations | Explain what an art museum is and distinguish how an art museum is different from other buildings. | Identify the roles and responsibilities of people who work in and visit museums and places where artwork is displayed. | Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other places) contributes to communities. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Investigate and explain how and where various cultures around the world record and illustrate stories and history of life through art. | Compare and contrast purposes of art museums, art galleries, and other places, as well as the types of personal experiences they provide. | Cite evidence about how an exhibition in a museum or other places presents ideas and provides information about a specific concept or topic. |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | Grades 6-8 Accomplished | Grades 6-8 Advanced |
| Performance Expectations | Assess, explain, and provide evidence of how museums or other places reflect history and values of a community and/or culture. | Compare and contrast viewing and experiencing collections and exhibitions in different places (physical and/or virtual). | Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. | Make, explain, and justify connections between artists or artwork and social, cultural, and political history. | Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences. |
| Strand | D. VISUAL ARTS | | |
| Standard | C1 – Perceive and analyze artistic work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |

| | | | |
|--------------------------|---|---|---|
| Performance Expectations | a. Identify uses of art within one's personal environment. b. Describe what an image represents. | a. Select and describe works of art that illustrate daily life experiences of one's self and others. b. Compare images that represent the same subject. | a. Perceive and describe aesthetic characteristics of one's natural world and constructed environments. b. Categorize images based on expressive qualities. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | a. Hypothesize about the processes an artist uses to create a work of art. b. Determine messages communicated by an image. | a. Compare responses to a work of art before and after working in similar media. b. Analyze components in visual imagery that convey messages. | a. Compare one's own interpretation of a work of art with the interpretation of others. b. Identify and analyze cultural associations suggested by visual imagery. |
| Strand | D. VISUAL ARTS | | |
| Standard | C1 – Perceive and analyze artistic work. | | |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | Grades 6-8 Accomplished | Grades 6-8 Advanced |
| Performance Expectations | a. Identify and interpret works of art or design that reveal how people live around the world and what they value. b. Analyze ways that visual elements and cultural connections suggested by images influence ideas, emotions, and actions. | a. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. b. Analyze multiple ways that images influence various audiences. | a. Explain how a person's aesthetic choices are influenced by culture, environment, and personal experiences that impact the message it conveys to others. b. Compare, and contrast the ways in which context and media influence the ideas, emotions and actions of the viewer. |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | a. Hypothesize ways in which art influences perception and understanding of human experiences. b. Analyze how experiencing visual imagery affects the viewer's understanding of the world. | a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. b. Evaluate the effectiveness of an image to influence ideas, feelings, and behaviors of various audiences. | a. Analyze how responses to art develop over time based on knowledge of and experience with art and life. b. Determine and evaluate the contexts that generate art trends and the impact that the trends have on the cultures in which they exist. |

| | | | |
|--------------------------|--|--|---|
| Strand | D. VISUAL ARTS | | |
| Standard | C2 – Interpret intent and meaning in artistic work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | With guidance, share observations comparing artworks. | With guidance, compare and contrast subject matter in works of art. | With guidance, categorize subject matter and identify common themes in works of art. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Interpret mood in artwork by analyzing subject matter and characteristics of form. | Interpret art by analyzing relevant subject matter, characteristics of form, and use of media. | Interpret art by referring to contextual information and analyzing subject matter, characteristics of form, and use of media. |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | Grades 6-8 Accomplished | Grades 6-8 Advanced |
| Performance Expectations | Interpret arts by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media. | Interpret ideas and mood in art by analyzing artmaking approaches, characteristics of form and structure, relevant contextual information, subject matter, and use of media. | Analyze how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | Construct interpretations of artwork, supported by relevant and sufficient evidence found both in the work and in various contexts. | Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. | Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. |
| Strand | D. VISUAL ARTS | | |
| Standard | C3 – Apply criteria to evaluate artistic work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |

| | | | |
|--------------------------|---|---|---|
| Performance Expectations | Explain reasons for selecting a preferred artwork. | Categorize artwork, based on different reasons for preferences. | Use learned art vocabulary to express preferences about artwork. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Evaluate an artwork based on given criteria. | Apply one set of criteria to evaluate more than one work of art. | Develop and apply relevant criteria to evaluate a work of art. |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | Grades 6-8 Accomplished | Grades 6-8 Advanced |
| Performance Expectations | Recognize differences in criteria used to evaluate works of art, depending on styles, genres, and media as well as on historical and cultural contexts. | Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria. | Create a convincing and logical argument to support an evaluation of art. |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | Establish relevant criteria in order to evaluate a work of art or collection of works. | Determine the relevance of criteria used by others to evaluate a work of art or collection of works. | Construct evaluations of a work of art or collection of works based on differing sets of criteria. |
| Strand | D. VISUAL ARTS | | |
| Standard | D1 – Synthesize and relate knowledge and personal experiences to make art. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Create art that tells a story about a life experience. | Create works of art about events in home, school, or community life. | Create works of art inspired by events in home, school, or community life. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Develop a work of art based on observations of surroundings. | Create works of art that reflect home, school, or community traditions. | Generate a collection of ideas reflecting community issues that could be investigated in artistic work. |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | Grades 6-8 Accomplished | Grades 6-8 Advanced |
| Performance Expectations | Apply concepts of art and design to view surroundings in new ways. | Individually or collaboratively document places and times in which people gather to make and experience art or design in the community. | Make art individually or collaboratively to reflect on aspects of group identity. |

| Adolescence | | | |
|--------------------------|--|---|---|
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | Document the process of developing ideas from early stages to fully elaborated ideas. | Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. | Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. |
| Strand | D. VISUAL ARTS | | |
| Standard | D2 – Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Identify the purpose of an artwork. | Understand that people from different places and times have made art for a variety of reasons. | Compare and contrast cultural uses of artwork from different times and places. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Recognize that responses to art change depending on knowledge of the time and place in which it was made. | Through observation, infer information about time, place, and culture in which a work of art was created. | Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. |
| Early Adolescence | | | |
| | Grades 6-8 Proficient | Grades 6-8 Accomplished | Grades 6-8 Advanced |
| Performance Expectations | Analyze how art reflects changing times, traditions, resources, and cultural uses. | Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. | Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | Describe how knowledge of culture, traditions, and history may influence personal responses to art. | Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. | Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. |

The Theatre Standards

The visual & performing/fine arts are a core subject area, critical to the education and health of every student. A theatre arts education, in particular, contributes to a child's

| | | | |
|---|---|--|--|
| MAINE'S THEATRE HERITAGE | | | |
| Maine's long and rich theatrical history has made significant contributions to the collaborative art form — locally, nationally, and even internationally — and award-winning playwrights, directors, designers, performers, and technicians from Maine have been recognized in their respective fields. There is an abundance and variety of theatrical activity in virtually every region of the state: from summer stock to year-round companies; from Shakespeare presented outdoors in Maine's natural landscapes to experimental fringe festivals produced in more urban areas. The student theatre organization at the University of Maine is the oldest academic theatrical organization in the country. Each year, thousands of students from the state participate in | | | |
| theatre festivals, conferences, and productions. And many of those students have chosen to remain in or return to Maine to become theatre educators, administrators, advocates, and patrons. Though not all of Maine's theatre students continue direct participation in the performing arts, many attribute their future successes to having studied and participated in theatre. The quality and excellence of theatre education in Maine schools is a major contributing factor to their overall success and well-being. | | | |
| Strand | E. THEATRE | | |
| Standard | A1 – Generate and conceptualize artistic ideas and work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | a. Recall the ideas and details used in the development of a story, including the development of its characters and/or environment. b. Recall the ways in which tools and techniques may be used to create or tell a story. | a. List the ideas and details used in the development of a story, including the development of its characters and/or environment. b. List the ways in which tools and techniques may be used to create or tell a story. | a. Define the ideas and details used in the development of a story, including the development of its characters and/or environment. b. Define the ways in which tools and techniques may be used to create or tell a story. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | a. Describe the ideas and details used in the development of a story or theatrical work, including the development of its characters and/or environment. b. Describe the ways in which tools and techniques may be used to create or tell a story or theatrical work. | a. Explain the ideas and details used in the development of a story or theatrical work, including the development of its characters and/or environment. b. Explain the ways in which tools and techniques may be used to create or tell a story or theatrical work. | a. Compare the ideas and details used in the development of a story or theatrical work, including the development of its characters and/or environment. b. Compare the ways in which tools and techniques may be used to create or tell a story or theatrical work. |
| Early Adolescence | | | |
| | Grades 6-8 | | |
| Performance Expectations | a. Examine and experiment with the ideas and details used in the development of a theatrical work, including the development of its characters and/or environment. b. Examine and experiment with the tools and techniques that may be used to create or retell a theatrical work. | | |
| Strand | E. THEATRE | | |
| Standard | A1 – Generate and conceptualize artistic ideas and work. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |

| | | | |
|--------------------------|--|---|--|
| Performance Expectations | a. Analyze the ideas and details used in the development of a theatrical work, including the development of its characters and/or environment. b. Analyze the ways in which tools and techniques may be used to create or retell a theatrical work. | a. Interpret and support the ideas and details used in the development of a theatrical work, including the development of its characters and/or environment. b. Interpret and support tools and techniques that may be used to create or retell a theatrical work. | a. Develop and justify part of a theatrical work, including its characters and/or environment, based upon the selection of ideas and details. b. Design, develop, and justify part of a theatrical work, using a variety of tools and techniques. |
| Strand | E. THEATRE | | |
| Standard | A2 – Organize and develop artistic ideas and work. | | |
| | Childhood | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | a. Recall the collaborative and interdependent roles involved in the creation or retelling of a story. b. Recall the original ideas used in the creation and development of a story. | a. Identify the collaborative and interdependent roles involved in the creation or retelling of a story. b. Identify the original ideas used in the creation and development of a story. | a. Define the collaborative and interdependent roles involved in the creation or retelling of a story. b. Define the original ideas used in the creation and development of a story. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | a. Describe the collaborative and interdependent roles involved in the creation or retelling of a story or theatrical work. b. Describe the original ideas used in the creation and development of a story or theatrical work. | a. Explain the collaborative and interdependent roles involved in the creation or retelling of a story or theatrical work. b. Explain the original ideas used in the creation and development of a story or theatrical work. | a. Compare the collaborative and interdependent roles involved in the creation or retelling of a story or theatrical work. b. Compare the original ideas used in the creation and development of a story or theatrical work. |
| Early Adolescence | | | |
| | Grades 6-8 | | |
| Performance Expectations | a. Examine and experiment with the collaborative and interdependent roles involved in the creation or retelling of a theatrical work. b. Examine and experiment with the original ideas used in the creation and development of a theatrical work. | | |
| Strand | E. THEATRE | | |
| Standard | A2 – Organize and develop artistic ideas and work. | | |
| | Adolescence | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |

| | | | |
|--------------------------|--|--|--|
| Performance Expectations | a. Analyze the collaborative and interdependent roles involved in the creation or retelling of a theatrical work. b. Analyze the original ideas used in the creation and development of a theatrical work - elements, choreographic devices, and dance structures serve to communicate the artistic statement. | a. Interpret and justify the collaborative and interdependent roles involved in the creation or retelling of a theatrical work. b. Interpret and justify revisions to the original ideas used in the creation and development of a theatrical work in order to improve and evolve it. | a. Create a theatrical work and justify choices while participating in one of the collaborative and interdependent roles. b. Develop, synthesize, refine, and justify original ideas in the creation and development of a theatrical work. |
| Strand | E. THEATRE | | |
| Standard | A3 – Refine and complete artistic work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | a. Recall ways to revise, refine, and adapt ideas to fit the given parameters of a story. b. Recall the ways that stories may be changed or revised. | a. Identify ways to revise, refine, and adapt ideas to fit the given parameters of a story. b. Identify the ways that stories may be changed or revised. | a. Define ways to revise, refine, and adapt ideas to fit the given parameters of a story. b. Define the ways that stories may be changed or revised. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | a. Describe ways to revise, refine, and adapt ideas to fit the given parameters of a story or theatrical work. b. Describe the ways that choices may be revised during the course of writing, designing, or rehearsing to support a story or theatrical work. | a. Explain ways to revise, refine, and adapt ideas to fit the given parameters of a story or theatrical work. b. Explain the ways that choices may be revised during the course of writing, designing, or rehearsing to support a story or theatrical work. | a. Compare ways to revise, refine, and adapt ideas to fit the given parameters of a story or theatrical work. b. Compare the ways that choices may be revised during the course of writing, designing, or rehearsing to support a story or theatrical work. |
| Early Adolescence | | | |
| | Grades 6-8 | | |
| Performance Expectations | a. Examine and experiment with ways to revise, refine, and adapt ideas and choices in a devised or scripted theatrical work. b. Examine and experiment with the ways that character, design, and/or technical choices may be revised during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted theatrical work. | | |
| Strand | E. THEATRE | | |
| Standard | A3 – Refine and complete artistic work. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |

| | | | |
|--------------------------|--|--|---|
| Performance Expectations | a. Analyze ways to revise, refine, and adapt ideas and choices in a devised or scripted theatrical work. b. Analyze the ways that character, design, and/or technical choices may be revised during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted theatrical work. | a. Interpret and support ways to revise, refine, and adapt ideas and choices in a devised or scripted theatrical work. b. Interpret and support the ways that character, design, and/or technical choices may be revised during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted theatrical work. | a. Reimagine, redesign, refine, and justify choices in a devised or scripted theatrical work. b. Reimagine, redesign, refine, and justify character, design, and/or technical choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted theatrical work. |
| Strand | E. THEATRE | | |
| Standard | B1 – Select, analyze, and interpret artistic work for presentation. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Identify storytelling elements. | a. Describe elements in a storytelling experience. b. Use tools and techniques to communicate meaning in a storytelling experience. | a. Interpret elements in a storytelling experience. b. Use tools and techniques to communicate meaning in a storytelling experience. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | a. Identify elements of a story. b. Use tools and techniques to create a storytelling or theatrical work. | a. Interpret dialogue in a storytelling or theatrical work. b. Develop a character in a storytelling or theatrical work. | a. Describe the subtext in dialogue and action in a storytelling or theatrical work. b. Use tools and techniques to create meaning in a storytelling or theatrical work. |
| Early Adolescence | | | |
| | Grades 6-8 | | |
| Performance Expectations | a. Identify elements of theatrical storytelling. b. Create, adapt, or interpret a piece of theatrical work. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | a. Identify essential elements that influence artistic choices in a theatrical work. b. Choose appropriate tools, techniques, and processes to communicate meaning in a theatrical work. | a. Design, adapt, or interpret a theatrical piece of work. b. Apply artistic choices in a theatrical work. | a. Illustrate the central message of the theatrical piece of work. b. Justify choices that may impact the audience's experience. |

| | | | |
|--------------------------|--|--|---|
| Strand | E. THEATRE | | |
| Standard | B2 – Develop and refine artistic techniques and work for presentation. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Explore and experiment with various elements of storytelling. | a. Identify tools artists use to tell stories. b. Use tools to express various elements of storytelling. | a. Identify tools and techniques artists use to tell stories. b. Use tools and techniques that enhance the storytelling experience. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | a. Identify tools, techniques and processes artists use to tell stories. b. Use tools, techniques and processes that enhance the storytelling experience | a. Apply appropriate tools and techniques to a theatrical work to communicate ideas, feelings and meaning. b. Explain how an artist's choices to communicate ideas, feelings and meaning. | a. Apply appropriate tools and techniques to a theatrical work. b. Analyze tools, techniques, and processes in a theatrical piece of work. |
| Early Adolescence | | | |
| | Grades 6-8 | | |
| Performance Expectations | a. Identify appropriate elements that impact a theatrical work. b. Apply tools, techniques, and processes to communicate meaning in a theatrical work. c. Justify choices that impact the theatrical work. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | a. Choose tools, techniques, and processes for a piece of theatrical work. b. Apply tools, techniques, and processes to a piece of theatrical work. | Evaluate the impact of the artist's unique choices in a theatrical work. | Defend choices made in developing a piece of theatrical work. |
| Strand | E. THEATRE | | |
| Standard | B3 – Convey meaning through the performance/presentation of artistic work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Explore tools and techniques in storytelling. | Use tools and techniques to communicate meaning in storytelling experiences. | Collaborate in storytelling experiences. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | a. Collaborate in storytelling experiences. b. Identify artistic choices that impact storytelling and theatrical work. | a. Collaborate in guided storytelling experiences. b. Explain how artistic choices impact storytelling and theatrical work. | a. Share or present an artistic work to an audience. b. Explain how the creator's choices impact the artistic work. |

| | | | |
|--------------------------|--|--|--|
| Early Adolescence | | | |
| | | Grades 6-8 | |
| Performance Expectations | a. Share or present an artistic work to an audience. b. Evaluate how choices impact the artistic work. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | Present or perform an artistic work to an audience. | Employ tools and techniques to present or perform an artistic work to an audience. | a. Communicate meaning through an artistic work. b. Defend choices that impact the artistic work. |
| Strand | E. THEATRE | | |
| Standard | C1 – Perceive and analyze artistic work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Express an emotional response to characters in storytelling. | Recall and identify choices made by characters in storytelling. | Recognize and identify when artistic choices are made storytelling. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Describe artistic choices made in storytelling/theatrical work. | Demonstrate understanding of why artistic choices are made in storytelling/theatrical work. | Explain personal reactions to artistic choices made in storytelling/theatrical work. |
| Early Adolescence | | | |
| | | Grades 6-8 | |
| Performance Expectations | a. Compare personal reactions to artistic choices made in a theatrical work with the personal reactions of peers. b. Apply criteria to the evaluation of artistic choices in theatrical work. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | Develop criteria for artistic choices by responding to what is seen, felt, and heard in theatrical work. | Explain how multiple interpretations of artistic criteria may be used to influence future artistic choices in a theatrical work. | Justify personal responses to a theatrical work using historical and cultural context. |
| Strand | E. THEATRE | | |
| Standard | C2 – Interpret intent and meaning in artistic work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |

| | | | |
|--------------------------|---|---|---|
| Performance Expectations | <ul style="list-style-type: none"> a. Identify preferences in storytelling. b. Identify and describe settings in storytelling. | <ul style="list-style-type: none"> a. Explain preferences and emotions in storytelling. b. Identify causes of character actions in storytelling. c. Describe how personal emotions and choices compare to the emotions of characters in storytelling. | <ul style="list-style-type: none"> a. Explain how personal preferences and emotions affect an observer's response in storytelling. b. Identify causes and consequences of character actions in storytelling. c. Describe how other's emotions and choices may compare to the emotions of characters in storytelling. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | <ul style="list-style-type: none"> a. Describe multiple personal experiences when participating in or observing storytelling or theatrical work. b. Describe multiple ways to develop a character using physical characteristics and design choices that reflect cultural perspectives in storytelling/theatrical work. c. Examine how connections are made between oneself and a character's emotions in storytelling or theatrical work. | <ul style="list-style-type: none"> a. Compare and contrast multiple personal experiences when participating in or observing storytelling or theatrical work. b. Compare and contrast the qualities of characters that reflect cultural perspectives in storytelling/theatrical work. c. Identify and discuss physiological changes connected to emotions in storytelling or theatrical work. | <ul style="list-style-type: none"> a. Justify responses to storytelling/theatrical work based on personal experiences. b. Explain responses to storytelling or theatrical elements based on cultural perspectives. c. Investigate the effects of emotions on physical responses in storytelling/theatrical work. |
| Strand | E. THEATRE | | |
| Standard | C2 – Interpret intent and meaning in artistic work. | | |
| Early Adolescence | | | |
| | Grades 6-8 | | |
| Performance Expectations | <ul style="list-style-type: none"> a. Identify, explain, and share how artists make choices based on personal experience. b. Identify, analyze, and describe how cultural perspectives can influence the evaluation of a theatrical work. c. Identify and apply personal aesthetics, preferences, and beliefs to evaluate a theatrical work. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |

| | | | |
|--------------------------|--|---|--|
| Performance Expectations | <ul style="list-style-type: none"> a. Analyze and compare artistic choices developed from personal experiences in theatrical work. b. Identify and compare cultural perspectives and contexts that influence the evaluation of theatrical work. c. Apply personal aesthetics, preferences, and beliefs to evaluate theatrical work. | <ul style="list-style-type: none"> a. Document detailed supporting evidence to support artistic choices in a theatrical work. b. Apply concepts from a theatre work for personal realization about cultural perspectives and understanding. c. Debate and describe multiple aesthetics, preferences, and beliefs related to theatrical work. | <ul style="list-style-type: none"> a. Revise personal work and interpret the work of others by providing detailed supporting evidence in theatre work. b. Shape personal responses to theatre work through the use of new understandings of cultures and contexts. c. Create a context for critical research through the use of aesthetics, preferences, and beliefs that inform artistic decisions in a theatrical work. |
| Strand | E. THEATRE | | |
| Standard | C3 – Apply criteria to evaluate artistic work. | | |
| Childhood | | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Engage with others in a storytelling experience. | <ul style="list-style-type: none"> a. Build on others' ideas in a storytelling experience. b. Identify elements in a storytelling experience. c. Compare and contrast characters' experiences in a storytelling experience. | <ul style="list-style-type: none"> a. Collaborate with peers in storytelling. b. Identify and use technical elements in storytelling. c. Describe how characters respond to challenges in storytelling. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | <ul style="list-style-type: none"> a. Recognize how and why groups evaluate storytelling or theatrical work. b. Describe theatrical elements from multiple storytelling or theatrical works. c. Identify problems and situations in a storytelling or theatrical work from an audience's perspective. | <ul style="list-style-type: none"> a. Develop a plan to evaluate a storytelling or theatrical work. b. Investigate how technical elements may support a theme or idea in storytelling or theatrical work. c. Explain how a character's choices may impact an audience's perspective. | <ul style="list-style-type: none"> a. Select criteria with which to evaluate a storytelling or theatrical work. b. Assess and explain how technical elements represent the theme of a story or theatrical work. c. Recognize and describe how a character's circumstances impact an audience's perspective. |
| Early Adolescence | | | |
| | Grades 6-8 | | |
| Performance Expectations | <ul style="list-style-type: none"> a. Evaluate and respond to a theatre work using supporting evidence, personal aesthetics, and artistic criteria. b. Describe the aesthetics of production elements used in a theatrical work. c. Identify the audience and purpose of a theatrical work. | | |

| | | | |
|--------------------------|---|---|---|
| Strand | E. THEATRE | | |
| Standard | C3 – Apply criteria to evaluate artistic work. | | |
| | Adolescence | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | a. Examine a theatre work using criteria related to art forms, history, culture, and other disciplines. b. Describe the aesthetics of production elements in a theatrical work. c. Identify the audience and purpose of a theatrical work to formulate a deeper understanding and appreciation. | a. Evaluate a theatrical work using criteria related to art forms, history, culture, and other disciplines. b. Interpret meaning in a theatrical work, while considering personal aesthetics and knowledge of production elements. c. Describe what and how a theatrical work communicates for a specific audience and purpose. | a. Evaluate cultural and historical information related to a theatrical work in order to support or evaluate artistic choices. b. Analyze and evaluate varied aesthetic interpretations of production elements for theatrical work. c. Identify and explain the connection between a theatrical work and contemporary issues that may impact audiences. |
| Strand | E. THEATRE | | |
| Standard | D1 – Synthesize and relate knowledge and personal experiences to create art. | | |
| | Childhood | | |
| | Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Recall similarities between a story and personal experience in dramatic play or a guided storytelling experience. | Explain how character emotions in a guided storytelling experience relate to personal experience. | Explain how character experiences relate to personal experiences in a guided storytelling experience. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Identify personal experiences and knowledge to make connections to community and culture in a theatrical work. | Identify ways theatrical work reflects the perspectives of a community or culture. | Explain how theatre connects to a community or culture. |
| Early Adolescence | Grades 6-8 | | |
| Performance Expectations | Explore or examine a community issue through multiple perspectives in a theatrical work. | | |
| | Adolescence | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | Analyze and explain how cultural perspectives, community ideas and personal beliefs impact a theatrical work. | Interpret how a theatrical work reflects or questions personal beliefs. | Devise a theatrical work that examines a critical global issue using multiple perspectives. |
| Strand | E. THEATRE | | |

| Standard | | D2 – Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding. | | |
|--------------------------|--|---|---|---|
| Childhood | | | | |
| | Kindergarten | Grade 1 | Grade 2 | |
| Performance Expectations | a. Identify stories that are different from one another in dramatic play or a guided drama experience. b. Tell a short story in dramatic play or a guided drama experience. | a. Identify similarities and differences in stories from one's own community in a guided drama experience. b. Dramatize a short scene based on a fictional literary source in a guided drama experience. | a. Identify similarities and differences in stories from multiple cultures in a guided drama experience. b. Dramatize a short scene based on a non-fiction literary source in a guided drama experience. | |
| | Grade 3 | Grade 4 | Grade 5 | |
| Performance Expectations | a. Explore how stories are adapted from literature to theatrical work. b. Examine how artists have historically presented the same stories using a variety of art forms, genres, tools, and techniques. | a. Identify cross-cultural approaches used in storytelling. b. Compare theatre tools and techniques of two different time periods. | a. Identify similarities and differences between stories set in different cultures. b. Identify sources of theatre terminology, tools, and techniques. | |
| Early Adolescence | | | | |
| | Grades 6-8 | | | |
| Performance Expectations | a. Research and analyze ways similar theatrical works have been produced. b. Research a theatre work to better understand how design choices affect a production. | | | |
| Strand | E. THEATRE | | | |
| Standard | D2 – Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding. | | | |
| Adolescence | | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | | Grades 9-Diploma Advanced |
| Performance Expectations | a. Compare ways other artists apply creative processes in a devised or scripted drama or theatre work. b. Analyze social and cultural aspects of a variety of theatrical works. | a. Formulate creative choices for a devised or scripted theatrical work using a researched topic. b. Explore how personal beliefs and biases can affect the interpretation of theatrical works. | | a. Justify creative choices made in a devised or scripted theatre work, based on the interpretation of critical research. b. Present and support an opinion about the social, cultural, and historical understandings of a theatre work, based on critical research. |
| Strand | E. THEATRE | | | |
| Standard | E1 – Develop and demonstrate disciplinary literacy. | | | |
| Childhood | | | | |
| | Kindergarten | Grade 1 | Grade 2 | |

| | | | |
|--------------------------|--|--|---|
| Performance Expectations | a. Identify areas and elements of storytelling and theatre. b. Illustrate and interact with dramatic elements. | a. Recognize a variety of dramatic devices used to create an existing story or piece of theatrical work. b. Use dramatic devices to imagine a new story or piece of theatrical work. | a. Summarize a story piece of theatrical work. b. Relate, compare, and contrast a summarized piece to another existing piece of theatrical work. |
| | Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | a. Discover individual, societal, and/or cultural aspects that influence a story or piece of theatrical work. b. Choose an individual, societal, or cultural aspect to Use as an inspiration for a new story or piece of theatrical work. | a. Extract essential components of dramatic elements and appraise a piece of theatrical work. b. Invent a modification to an existing piece of theatrical work. | a. examine a piece of theatrical work and distinguish ways in which dramatic elements correlate to create a unified production. b. Collaborate and integrate a variety of dramatic elements to create a piece of unified, theatrical work. |
| Early Adolescence | | | |
| | Grades 6-8 | | |
| Performance Expectations | a. Explain, analyze, and interpret various pieces of theatrical work. b. Devise original pieces of theatrical work using improvisation, experimentation, and research. | | |
| Strand | E. THEATRE | | |
| Standard | E1 – Develop and demonstrate disciplinary literacy. | | |
| Adolescence | | | |
| | Grades 9-Diploma Proficient | Grades 9-Diploma Accomplished | Grades 9-Diploma Advanced |
| Performance Expectations | a. Understand and demonstrate skills, concepts, and terminology to show disciplinary literacy. b. Develop and refine artistic techniques for work. | a. Demonstrate an understanding of the required knowledge by providing evidence of evaluation. b. Apply the required knowledge to multiple scenarios with the ability to articulate reasoning for choices made. | a. Illustrate knowledge and skills of a wide variety providing substantial evidence of synthesis. b. Employ a variety of appropriate techniques to refine existing work and defend artistic choices. |