



DANCE

ARTISTIC PROCESS CREATE

ALASKA ARTS STANDARDS

Anchor Standard #1 - Generate and conceptualize artistic ideas and work

Enduring Understanding: Choreographers use a variety of sources as inspiration in order to transform concepts and ideas into movement for artistic expression.

Essential Question: How do choreographers generate ideas for dances?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA:CR1a-K	DA:CR1a-1	DA:CR1a-2	DA:CR1a-3	DA:CR1a-4	DA:CR1a-5	DA:CR1a-6	DA:CR1a-7	DA:CR1a-8	DA:CR1a-HSP	DA:CR1a-HSAC	DA:CR1a-HSAD
a. Respond in movement to a variety of stimuli (e.g. music/sound, text, objects, images, symbols).	a. Explore movement inspired by a variety of stimuli (e.g. music/sound, text, objects, images, symbols, experiences) and identify the source.	a. Explore movement inspired by a variety of stimuli (e.g. music/sound, text, objects, images, symbols, experiences) and suggest additional sources for movement ideas.	a. Experiment with a variety of self-selected stimuli (e.g. music/sound, text, objects, images, notation, experiences) for movement.	a. Identify ideas for choreography generated from a variety of stimuli (e.g. music/sound, text, objects, images, notation, observed dance, experiences).	a. Build content for choreography using several stimuli (e.g. music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).	a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (e.g. music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand artistic expression.	a. Compare a variety of stimuli (e.g. music, notation, natural phenomena, personal experience/recall, current news or social events) to develop content for an original dance.	a. Implement movement from a variety of stimuli (e.g. music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop content for an original dance.	a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance. Analyze the process and the relationship between the stimuli and the movement.	a. Synthesize content generated from stimulus materials to choreograph dances using original or codified movement.	a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.
DA:CR1b-K	DA:CR1b-1	DA:CR1b-2	DA:CR1b-3	DA:CR1b-4	DA:CR1b-5	DA:CR1b-6	DA:CR1b-7	DA:CR1b-8	DA:CR1b-HSP	DA:CR1b-HSAC	DA:CR1b-HSAD
b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.	b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.	b. Combine a variety of movements while manipulating the elements of dance.	b. Explore a given movement challenge. Select and demonstrate a solution.	b. Develop a movement challenge and manipulate the elements of dance to find a solution.	b. Construct and solve multiple movement challenges to develop choreographic content.	b. Explore various movement vocabularies to transfer ideas into choreography.	b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using specific dance terminology.	b. Identify and select personal preferences to create an original dance. Use specific dance terminology to articulate choices made in movement.	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.	b. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.	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.

Anchor Standard #2 - Organize and develop artistic ideas and work

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question: What influences choice-making in creating choreography?

Kindergarten-3rd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA:CR2a-K	DA:CR2a-1	DA:CR2a-2	DA:CR2a-3	DA:CR2a-4	DA:CR2a-5	DA:CR2a-6	DA:CR2a-7	DA:CR2a-8	DA:CR2a-HSP	DA:CR2a-HSAC	DA:CR2a-HSAD
a. Improvise dance that has a beginning, middle, and end.	a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.	a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.	a. Identify and experiment with choreographic devices to create simple movement patterns and develop a main idea. Discuss theme and development.	a. Manipulate or modify choreographic devices to expand movements; create a variety of movement patterns and structures. Discuss movement choices.	a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Discuss movement choices.	a. Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.	a. Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.	a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance. Articulate the group process for making movement and structural choices.	a. Collaborate to design a dance using choreographic devices and dance structures to support artistic intent. Explain how the dance structures clarify the artistic intent.	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 informs the artistic intent.	a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.
DA:CR2b-K	DA:CR2b-1	DA:CR2b-2	DA:CR2b-3	DA:CR2b-4	DA:CR2b-5	DA:CR2b-6	DA:CR2b-7	DA:CR2b-8	DA:CR2b-HSP	DA:CR2b-HSAC	DA:CR2b-HSAD
b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner.	b. Choose movements that express an idea or emotion, or follow a musical phrase.	b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.	b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	b. Develop a dance that expresses and communicates a main idea. Discuss the effect of the movement choices.	b. Develop a dance by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.	b. Choreograph a dance that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.	b. Determine artistic and/or cultural criteria to choreograph a dance that communicates personal or cultural meaning. Articulate how the artistic/cultural criteria serve to communicate the meaning of the dance.	b. Define and apply artistic and/or cultural criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria intensify the meaning of the dance.	b. Develop an artistic statement for an original dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.	b. Develop an artistic statement that reflects a personal aesthetic for an original dance. Select and demonstrate movements that support the artistic statement.	b. Construct an artistic statement that communicates a personal, cultural and artistic perspective.

Anchor Standard #3 - Refine and complete artistic work

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work.

Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA:CR3a-K	DA:CR3a-1	DA:CR3a-2	DA:CR3a-3	DA:CR3a-4	DA:CR3a-5	DA:CR3a-6	DA:CR3a-7	DA:CR3a-8	DA:CR3a-HSP	DA:CR3a-HSAC	DA:CR3a-HSAD
a. Explore suggestions for changing movement through guided improvisational experiences.	a. Explore changes to movement from guided improvisation and/or short remembered sequences.	a. Make choices to change movement from guided improvisation and/or short remembered sequences.	a. Revise movement choices in response to feedback to improve a short dance. Describe the differences the changes made.	a. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance. Explain choices made in the process.	a. Explore through movement feedback from others to expand choreographic possibilities for a short dance that communicates artistic intent. Explain the movement choices and refinements.	a. Revise dance compositions using collaboratively developed artistic and/or cultural criteria. Explain reasons for revisions and how choices made relate to artistic intent.	a. Consider possible revisions of dance compositions based on self-reflection, artistic/cultural criteria, and feedback from others. Explain reasons for choices and how they clarify artistic intent.	a. Revise choreography collaboratively or independently based on artistic and/or cultural criteria, self-reflection, and feedback from others. Articulate reasons for choices and revisions; explain how they clarify and enhance artistic intent.	a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.	a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively or independently using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.	a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.
DA:CR3b-K	DA:CR3b-1	DA:CR3b-2	DA:CR3b-3	DA:CR3b-4	DA:CR3b-5	DA:CR3b-6	DA:CR3b-7	DA:CR3b-8	DA:CR3b-HSP	DA:CR3b-HSAC	DA:CR3b-HSAD
b. Depict a dance movement by drawing a picture or using a symbol.	b. Depict several different types of movements of a dance by drawing a picture or using a symbol (e.g. jump, turn, slide, bend, reach).	b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (e.g. high, middle, low).	b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.	b. Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (e.g. next to, above, below, behind, in front of).	b. Record changes in a dance sequence through writing, symbols, or a form of media technology.	b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.	b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technology.	b. Experiment with a recognized system to document a dance sequence by using words, symbols, or media technology.	b. Compare recognized systems to document a section of a dance using writing, symbols, or using media technology.	b. Develop a strategy to record a dance using recognized systems of dance documentation (e.g. writing, a form of notation symbols, or using media technology).	b. Document a dance using recognized systems of dance documentation (e.g. writing, a form of notation symbols, or using media technology).



DANCE

ARTISTIC PROCESS PRESENT

ALASKA ARTS STANDARDS

Anchor Standard #4 - Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation and/or production

Enduring Understanding: Dancers understand and use elements of dance to express ideas.

Essential Question: How do dancers use dance elements to communicate artistic expression?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA-PR4a-K	DA-PR4a-1	DA-PR4a-2	DA-PR4a-3	DA-PR4a-4	DA-PR4a-5	DA-PR4a-6	DA-PR4a-7	DA-PR4a-8	DA-PR4a-HSP	DA-PR4a-HSAC	DA-PR4a-HSAD
a. Make still and moving body shapes that show lines (e.g. straight, bent, curved), changes levels, and vary in size (large/small). Join with others to make and then change a circle formation.	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.	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.	a. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.	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 through eye contact (if culturally appropriate) with other dancers.	a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through contact with eyes (if culturally appropriate) and other body parts (e.g. elbows, hands). Convert inward focus to outward focus for projecting out to far space.	a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.	a. Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres, cultural traditions (e.g. yuraq) and styles for the purpose of expanding movement vocabulary.	a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use eye contact (if culturally appropriate) during complex floor and air patterns or direct and indirect pathways.	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.	a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.	a. Modulate and 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.
DA-PR4b-K	DA-PR4b-1	DA-PR4b-2	DA-PR4b-3	DA-PR4b-4	DA-PR4b-5	DA-PR4b-6	DA-PR4b-7	DA-PR4b-8	DA-PR4b-HSP	DA-PR4b-HSAC	DA-PR4b-HSAD
b. Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.	b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beats.	b. Identify the length of time a move or phrase takes (e.g. long or short). Identify and move on the downbeat in duplet and triple meter. Correlate metric phrasing with movement phrasing.	b. Fill 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.	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.	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.	b. Use combinations of sudden and sustained timing as they relate to both the time and the dynamics of a phrase or dance. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.	b. Vary durational approach in dance phrasing by using timing accents and variations to add interest kinesthetically, rhythmically, and visually.	b. Analyze and select metric, kinetic, and breath phrasing and apply to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.	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.	b. Perform dances and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance "in the moment."	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 (e.g. contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.
DA-PR4c-K	DA-PR4c-1	DA-PR4c-2	DA-PR4c-3	DA-PR4c-4	DA-PR4c-5	DA-PR4c-6	DA-PR4c-7	DA-PR4c-8	DA-PR4c-HSP	DA-PR4c-HSAC	DA-PR4c-HSAD
c. Identify and apply different universal characteristics to movements (e.g. slow, smooth, wavy).	c. Demonstrate universal movement characteristics along with movement vocabulary (e.g. use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump).	c. Select and apply appropriate characteristics of movements (e.g. select specific adverbs and adjectives; apply to movements).	c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten effect.	c. Analyze movements and phrases for use of energy and dynamic changes; use adverbs and adjectives to describe them. Based on the analysis, refine movement phrases.	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.	c. Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression. Distinguish between bound and free-flowing movements; apply them to technique exercises and dance phrases.	c. Compare and contrast movement characteristics from a variety of dance genres, cultural traditions, or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform characteristics clearly.	c. Incorporate energy and dynamics to technique exercises and dance performance.	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.	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.	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.

Anchor Standard #5 - Develop and refine artistic work for performances, presentations and/or productions

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistic expression.

Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA-PR5a-K	DA-PR5a-1	DA-PR5a-2	DA-PR5a-3	DA-PR5a-4	DA-PR5a-5	DA-PR5a-6	DA-PR5a-7	DA-PR5a-8	DA-PR5a-HSP	DA-PR5a-HSAC	DA-PR5a-HSAD
a. Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.	a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.	a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.	a. Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.	a. Demonstrate fundamental dance skills (e.g. alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.	a. Recall and execute a series of dance phrases using fundamental dance skills (e.g. alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).	a. Apply technical dance skills (e.g. alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.	a. Apply technical dance skills (e.g. 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.	a. Apply technical dance skills (e.g. functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.	a. Embody technical dance skills (e.g. functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.	a. Dance toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.	a. Apply body-mind principles to technical dance skills in complex choreography when performing in solo, partner, or ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.
DA-PR5b-K	DA-PR5b-1	DA-PR5b-2	DA-PR5b-3	DA-PR5b-4	DA-PR5b-5	DA-PR5b-6	DA-PR5b-7	DA-PR5b-8	DA-PR5b-HSP	DA-PR5b-HSAC	DA-PR5b-HSAD
b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.	b. Move safely in general space through a range of activities and group formations while maintaining personal space.	b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.	b. Adjust body to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.	b. Execute techniques that extend movement range, build strength, and develop endurance. Discuss how these practices, along with healthy eating habits, promote strength, flexibility, endurance, injury prevention, and healing.	b. Demonstrate safety during technical exercises and movement combinations. Discuss how these practices, along with healthy eating habits, promote strength, flexibility, endurance, injury prevention, and healing.	b. Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthy strategies when warming up and dancing.	b. Use healthful practices and sound nutrition. Discuss benefits of practices and how choices enhance performance.	b. Evaluate personal healthful practices, including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement.	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.	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.	b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.
DA-PR5c-K	DA-PR5c-1	DA-PR5c-2	DA-PR5c-3	DA-PR5c-4	DA-PR5c-5	DA-PR5c-6	DA-PR5c-7	DA-PR5c-8	DA-PR5c-HSP	DA-PR5c-HSAC	DA-PR5c-HSAD
c. Move body parts in relation to other body parts and repeat and recall movements upon request.	c. Modify movements and spatial arrangements upon request.	c. Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.	c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve skills.	c. Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (e.g. music, text, or lighting). Reflect on feedback from others to inform personal performance goals.	c. Collaborate with peers to repeat sequences, synchronize actions, and refine spatial relationships to improve performance. Apply feedback from others to establish personal performance goals.	c. Collaborate as an ensemble to refine details by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement challenges by testing options and finding good results. Document self-improvements over time.	c. Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analysis (e.g. view live or recorded professional dancers).	c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (e.g. journaling, portfolio, or timeline).	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 (e.g. video recordings). Articulate performance goals and justify reasons for selecting particular practice strategies.	c. Plan and execute collaborative and independent rehearsals with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.	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.

Anchor Standard #6 - Perform, present and/or produce artistic work

Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question: How do dancers collaborate within an ensemble to engage audiences in performances?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA-PR6a-K	DA-PR6a-1	DA-PR6a-2	DA-PR6a-3	DA-PR6a-4	DA-PR6a-5	DA-PR6a-6	DA-PR6a-7	DA-PR6a-8	DA-PR6a-HSP	DA-PR6a-HSAC	DA-PR6a-HSAD
a. Dance for and with others in a designated space.	a. Dance for others in a space where audience and performers occupy different areas.	a. Dance for and with others in a space where audience and performers occupy different areas.	a. Identify the main areas of a performance space using production terminology (e.g. stage right, stage left, center stage, upstage, and downstage).	a. Consider how to establish a formal performance space from an informal setting (e.g. gymnasium).	a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements.	a. Recognize needs and adapt movements to performance area. Use performance etiquette and practices during class, rehearsal and performance. Post-performance, accept suggestions from choreographer/expert and make corrections as needed and apply to future performances.	a. Recommend changes to and adapt movements to performance area. Use performance etiquette and practices during class, rehearsal and performance. Maintain journal documenting these efforts. Post-performance, accept suggestions from choreographer/expert and apply suggestions to future performances.	a. Demonstrate leadership qualities (e.g. commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept suggestions from choreographer/expert and apply suggestions to future performances.	a. Demonstrate leadership qualities (e.g. commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette during class, rehearsal and performance. Implement performance strategies to enhance projection. Post-performance, accept notes from choreographer and apply suggestions to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance and production terminology.	a. Demonstrate leadership qualities (e.g. commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance and production terminology.	a. Demonstrate leadership qualities (e.g. commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance and production terminology.
DA-PR6b-K	DA-PR6b-1	DA-PR6b-2	DA-PR6b-3	DA-PR6b-4	DA-PR6b-5	DA-PR6b-6	DA-PR6b-7	DA-PR6b-8	DA-PR6b-HSP	DA-PR6b-HSAC	DA-PR6b-HSAD
b. Select a prop to use as part of a dance.	b. Explore the use of simple props to enhance performance.	b. Use limited production elements (e.g. hand props, simple scenery, or media projections) in a performance.	b. Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a performance space.	b. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.	b. Identify, explore, and select production elements that heighten the artistic intent of a dance and are adaptable for various performance spaces.	b. Compare and contrast a variety of possible production elements that would intensify the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.	b. Explore possibilities of producing dance in a variety of venues or for different audiences. Explain how the production elements might be handled in different situations.	b. Collaborate to design and execute production elements that would intensify the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.	b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify the artistic intent of the dances.	b. Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.	b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.



DANCE

ARTISTIC PROCESS RESPOND

ALASKA ARTS STANDARDS

Anchor Standard #7 - Recognize and analyze artistic works, including those from diverse cultural traditions

Enduring Understanding: Dance is recognized and analyzed to comprehend meaning.

Essential Question: How is dance understood?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA:RE7a-K	DA:RE7a-1	DA:RE7a-2	DA:RE7a-3	DA:RE7a-4	DA:RE7a-5	DA:RE7a-6	DA:RE7a-7	DA:RE7a-8	DA:RE7a-HSP	DA:RE7a-HSAC	DA:RE7a-HSAD
a. Find a movement that repeats in a dance.	a. Find a movement that repeats in a dance to make a pattern.	a. Find movements in a dance that develop a pattern.	a. Find a movement pattern that creates a movement phrase in a dance.	a. Find patterns of movement in dance works that create a style or theme or tell a story.	a. Find meaning or artistic intent in the patterns of movement in a dance.	a. Describe or demonstrate recurring movement patterns and how they relate to one another in a dance.	a. Compare, contrast, and discuss patterns of movement and their relationships in a dance.	a. Describe, demonstrate and discuss patterns of movement and their relationships in a dance, considering artistic intent.	a. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.	a. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.	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.
b. Demonstrate or describe observed or performed dance movements.	b. Demonstrate and describe observed or performed dance movements from a specific genre or culture.	b. Demonstrate and describe movements in dances from different genres or cultures.	b. Demonstrate and explain how one dance genre is different from another, or how culturally specific movements differ from one another.	b. Demonstrate and explain how dance styles differ within a genre or within a culture.	b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own culture. Compare them to the qualities and characteristics of style found in a different dance genre, style, or culture.	Explain how the elements of dance are used in a variety of dance genres, styles, or cultures. Use genre-specific dance terminology.	b. Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultures. Use genre-specific dance terminology.	b. Explain how the elements of dance are used in a variety of genres, styles, or cultures to communicate intent or narrative. Use genre-specific dance terminology.	b. Analyze the use of elements of dance in a variety of genres, styles, or cultures within its cultural context to communicate intent. Use genre-specific dance terminology.	b. Analyze and compare the movement patterns and their relationships, in a variety of genres, styles, or cultures and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.	b. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultures. Use genre-specific dance terminology.

Anchor Standard #8 - Interpret intent and meaning in artistic work

Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Essential Question: How is dance interpreted?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA:RE8a-K	DA:RE8a-1	DA:RE8a-2	DA:RE8a-3	DA:RE8a-4	DA:RE8a-5	DA:RE8a-6	DA:RE8a-7	DA:RE8a-8	DA:RE8a-HSP	DA:RE8a-HSAC	DA:RE8a-HSAD
a. Observe movement and describe it using simple dance terms.	a. Select movements from a dance that suggest ideas, and explain how the movement captures the idea using simple dance terms.	a. Use context cues from movement to identify meaning and intent in a dance using simple dance terms.	a. Select specific context cues from movement. Explain how they relate to the main idea of a dance using basic dance terminology.	a. Relate movements, ideas, and context to describe meaning in a dance using basic dance terminology.	a. Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of a dance using basic dance terminology.	a. Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, technique, structure, and context. Explain how these communicate the intent of the dance using genre and/or culturally specific dance terminology.	a. Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, technique, and context. Use genre and/or culturally specific dance terminology.	a. Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, technique and context. Cite evidence in the dance to support your interpretation using genre and/or culturally specific dance terminology.	a. 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.	a. Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use genre specific dance terminology.	a. Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultures. Use genre specific dance terminology.

Anchor Standard #9 - Apply criteria to evaluate artistic work

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question: What criteria are used to evaluate dance?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA:RE9a-K	DA:RE9a-1	DA:RE9a-2	DA:RE9a-3	DA:RE9a-4	DA:RE9a-5	DA:RE9a-6	DA:RE9a-7	DA:RE9a-8	DA:RE9a-HSP	DA:RE9a-HSAC	DA:RE9a-HSAD
a. Identify a movement in a dance. Demonstrate that movement and explain why it attracted attention.	a. Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they might have been chosen.	a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances interesting using simple dance terms.	a. Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology how they are alike and different.	a. Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style, or culture. Use basic dance terminology.	a. Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or culture.	a. Discuss the characteristics and artistic intent of a dance from a genre, style, or culture and develop artistic criteria to critique the dance using genre or culturally specific dance terminology.	a. Compare artistic intent, content and context from dances to examine the characteristics of genre, style, or culture. Based on the comparison, refine artistic criteria using genre or culturally specific dance terminology.	a. Use artistic and/or cultural criteria to determine what makes an effective performance. Consider content, context, genre, style, or culture to comprehend artistic expression. Use genre or culturally specific dance terminology.	a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.	a. Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal and cultural values and a range of perspectives. Use genre-specific dance terminology.	a. Define personal artistic preferences to critique dance. Consider societal, personal, and cultural values, and a range of artistic expression. Discuss perspectives with peers and justify views.



DANCE

ARTISTIC PROCESS CONNECT

ALASKA ARTS STANDARDS

Anchor Standard #10—Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA:C010a-K	DA:C010a-1	DA:C010a-2	DA:C010a-3	DA:C010a-4	DA:C010a-5	DA:C010a-6	DA:C010a-7	DA:C010a-8	DA:RE10a-HSP	DA:RE10a-HSAC	DA:RE10a-HSAD
<p>CU A.1-7 Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.</p>											
a. Name a feeling that is experienced when watching, improvising, or performing dance and relate it to a personal experience.	a. Describe an experience portrayed in a dance that relates to something familiar.	a. Describe, create, and/or perform a dance that expresses personal meaning.	a. Compare the relationships expressed in a dance to any other relationships. Explain how they are the same or different.	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.	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.	a. Observe the movement characteristics in a specific dance genre, noting differences and similarities to one's personal preferences, knowledge, and/or cultural background.	a. Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how different perspectives are communicated through movement.	a. Relate connections found between different dances; discuss relevance of connections to the development of individual perspectives.	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.	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.	a. Review original choreography developed over time with respect to its content, context, and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.
DA:C010b-K	DA:C010b-1	DA:C010b-2	DA:C010b-3	DA:C010b-4	DA:C010b-5	DA:C010b-6	DA:C010b-7	DA:C010b-8	DA:RE10b-HSP	DA:RE10b-HSAC	DA:RE10b-HSAD
<p>CU B.1-4 Culturally-knowledgeable students build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.</p>											
b. Observe a work of visual art. Describe and express, through movement, something interesting about the artwork.	b. Observe illustrations from a story. Discuss observations and identify ideas for dance movementst that demonstrate the big ideas of the story.	b. Respond to a dance using an inquiry-based set of questions (e.g. See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.	b. Ask a question about a main idea of a dance that communicates a perspective about an issue or event. Explore the main idea through movement. Communicate the new learning in oral or written form.	b. Develop and research a question relating to a topic of study in school using multiple references. Select main ideas 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.	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 that expresses the idea. Explain how the dance expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.	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 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.	b. Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance that evokes the essence of the style or genre. Share the study with peers to tell the story of the history of the chosen genre or style. Document the process of research.	b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance exploring the contrasting ideas. Discuss how research informed the choreographic process and deepened understanding of the topics.	b. Collaboratively identify a dance related question. Conduct research through interview, research, 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 the process used in choreography to that of other creative, academic, or scientific procedures.	b. Use established research methods and techniques to investigate a topic. Collaborate with others to 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.	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.

Anchor Standard #11—Relate artistic ideas and works with societal, cultural and historical contexts to deepen understanding

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA:C011a-K	DA:C011a-1	DA:C011a-2	DA:C011a-3	DA:C011a-4	DA:C011a-5	DA:C011a-6	DA:C011a-7	DA:C011a-8	DA:RE11a-HSP	DA:RE11a-HSAC	DA:RE11a-HSAD
<p>CU D.1-6 Culturally-knowledgeable students engage effectively in learning activities that are based on traditional ways of knowing and learning.</p>											
a. Describe or demonstrate movements in a dance that was watched or performed.	a. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement used.	a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.	a. 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.	a. 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.	a. Describe how the movement characteristics of a dance in a specific genre, style, or culture communicate the ideas and perspectives of a culture, historical period, or community.	a. Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.	a. Compare, contrast, and discuss dances performed by people in various places or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each group.	a. Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.	a. Analyze and discuss dances from selected genres, styles, cultures, 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.	a. Analyze dances from several genres, styles, cultures, and/or historical time periods. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.	a. Analyze dances from several genres, styles, cultures, and/or historical time periods. 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.

According to the Alaska Department of Education & Early Development, "The content standards stipulate what students should know and be able to do; the cultural standards provide guidance on how to engage students in learning through the local culture. It is intended that all forms of knowledge, ways of knowing and world views be recognized as equally valid, adaptable and complementary to one another in mutually beneficial ways." The Alaska Standards for Culturally Responsive Schools outlines the Cultural Standards for Students, which aligns with the artistic process of Connecting. In the Alaska Arts Performance Standards for each discipline, the cultural standards for students is embedded under the artistic process of Connecting: relating artistic ideas and work with personal meaning and external context.



GENERAL MUSIC

ARTISTIC PROCESS CREATE

ALASKA ARTS STANDARDS

Anchor Standard #1—Generate and conceptualize artistic ideas and work

Enduring Understanding: The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:CR1a-K	MU:CR1a-1	MU:CR1a-2	MU:CR1a-3	MU:CR1a-4	MU:CR1a-5	MU:CR1a-6	MU:CR1a-7	MU:CR1a-8
a. With guidance, explore and experience musical concepts (e.g. beat and melodic contour).	a. With some guidance, create musical ideas (e.g. question and answer) for specific purpose.	a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	a. Improvise rhythmic and melodic ideas, and describe connections to specific purpose and context (personal and social/cultural).	a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (personal and social/cultural).	a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (personal, social/cultural and historical).	a. Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	a. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	a. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (e.g. introductions, codas) that convey expressive intent.
MU:CR1b-K	MU:CR1b-1	MU:CR1b-2	MU:CR1b-3	MU:CR1b-4	MU:CR1b-5			
b. With guidance, generate musical ideas (e.g. movement).	b. With some guidance, generate musical ideas in multiple tonalities (major and minor) and meters (duple and triple).	b. Generate musical patterns and ideas within a given tonality (major and minor) and meter (duple and triple).	b. Generate musical ideas (rhythms and melodies) within a given tonality and/or meter.	b. Generate musical ideas (rhythms, melodies, and simple accompaniment patterns) within specific related tonalities (major and minor) and meters.	b. Generate musical ideas (rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.			

Anchor Standard #2—Organize and develop artistic ideas and work

Enduring Understanding: Musicians' creative choices are influenced by their experience, skill, context, culture, background, environment and expressive intent.

Essential Question: How do musicians make creative decisions?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:CR2a-K	MU:CR2a-1	MU:CR2a-2	MU:CR2a-3	MU:CR2a-4	MU:CR2a-5	MU:CR2a-6	MU:CR2a-7	MU:CR2a-8
a. With guidance, demonstrate and choose favorite musical ideas.	a. With some guidance, demonstrate and discuss personal reasons for selecting musical ideas representing expressive intent.	a. Demonstrate and explain personal reasons for selecting patterns and ideas for music representing expressive intent.	a. Demonstrate selected musical ideas for simple improvisation or composition to express intent, and describe connection to specific purpose/context.	a. Demonstrate selected and organized musical ideas for improvisation, arrangement, or composition to express intent and explain connection to purpose/context.	a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent and explain connection to purpose/context.	a. Select, organize, develop, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending.	a. Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety.	a. Select, organize, develop, and document musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension/release, unity/variety, and balance.
MU:CR2b-K	MU:CR2b-1	MU:CR2b-2	MU:CR2b-3	MU:CR2b-4	MU:CR2b-5	MU:CR2b-6	MU:CR2b-7	MU:CR2b-8
b. With guidance, organize personal musical ideas using iconic notation and/or recording technology.	b. With some guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.	b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.	b. Use standard or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.	b. Use standard or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.	b. Use standard or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.	b. Use standard or iconic notation and/or audio/video recording technology to document personal, simple, rhythmic, and melodic phrases, and two-chord harmonic musical ideas.	b. Use standard or iconic notation and/or audio/video recording technology to document personal, simple, rhythmic, and melodic phrases, and harmonic sequences.	b. Use standard or iconic notation and/or audio/video recording technology to document rhythmic and melodic phrases, and harmonic sequences.

Anchor Standard #3—Refine and complete artistic work

Enduring Understanding: Musicians evaluate and refine their work through new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:CR3a-K	MU:CR3a-1	MU:CR3a-2	MU:CR3a-3	MU:CR3a-4	MU:CR3a-5	MU:CR3a-6	MU:CR3a-7	MU:CR3a-8
a. With guidance, apply personal, peer, and teacher feedback to refine personal musical ideas.	a. With some guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	a. Interpret and apply personal, peer, and teacher feedback to revise personal music.	a. Evaluate, refine, and document revisions to personal music applying collaboratively-developed and teacher criteria/feedback.	a. Evaluate, refine, and document revisions to personal music, applying collaboratively-developed and teacher criteria/feedback, to show improvement over time.	a. Evaluate, refine, and document revisions to personal music, applying collaboratively-developed and teacher criteria/feedback, and explain rationale for changes.	a. Evaluate work, applying criteria such as application of selected elements of music and use of sound sources.	a. Evaluate work, applying criteria such as application of elements of music (style, form) and use of sound sources.	a. Evaluate work, applying criteria such as application of elements of music (style, form), compositional techniques, and use of sound sources.

Anchor Standard #3—Refine and complete artistic work

Enduring Understanding: Musicians presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:CR3a-K	MU:CR3a-1	MU:CR3a-2	MU:CR3a-3	MU:CR3a-4	MU:CR3a-5	MU:CR3a-6	MU:CR3a-7	MU:CR3a-8
a. With guidance, demonstrate a final version of personal or collective musical ideas to peers.	a. With some guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	a. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	a. Present the final version of personal created music to others, and describe connection to expressive intent.	a. Present the final version of personal created music to others, and explain connection to expressive intent.	a. Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.	a. Present the final version of documented personal composition or arrangement, conveying expressive intent, and using craftsmanship and originality to demonstrate an effective beginning, middle, and ending.	b. Present the final version of personal composition, song or arrangement, conveying expressive intent, and using craftsmanship and originality to demonstrate an effective beginning, middle, and ending.	a. Present the final version of documented composition, song or arrangement, conveying expressive intent, and using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity, variety, tension/release, and balance.



GENERAL MUSIC

ARTISTIC PROCESS
PRESENT

ALASKA ARTS STANDARDS

Anchor Standard #4.1 - Select, analyze, and interpret artistic work for performance

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skills, expressive intent and the context for a performance (e.g. audience, space) influence their selection of repertoire.

Essential Question: How do performers select repertoire?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:PR4a-K	MU:PR4a-1	MU:PR4a-2	MU:PR4a-3	MU:PR4a-4	MU:PR4a-5	MU:PR4a-6	MU:PR4a-7	MU:PR4a-8
a. With guidance, demonstrate and state personal interest and cultural background in varied musical selections.	a. With some guidance, demonstrate and discuss personal interest in, cultural background, knowledge about, and purpose of varied musical selections.	a. Demonstrate and explain personal interest in, cultural background, knowledge about, and purpose of varied musical selections.	a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, cultural background, knowledge, and context.	a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, cultural background, knowledge, context, and technical skill.	a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, cultural background, knowledge, context, as well as their personal and others' and technical skill.	a. Apply teacher-provided criteria for selecting music to perform for a specific purpose/context, and explain why each was chosen.	a. Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose/context, and explain expressive qualities, technical challenges, and reasons for choices.	a. Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose/context, and explain expressive qualities, technical challenges, and reasons for choices.

Anchor Standard #4.2 - Analyze the structure and context of varied musical works and their implication for performance

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:PR4a-K	MU:PR4a-1	MU:PR4a-2	MU:PR4a-3	MU:PR4a-4	MU:PR4a-5	MU:PR4a-6	MU:PR4a-7	MU:PR4a-8
a. With guidance, explore and demonstrate musical contrasts of music selected for performance (e.g. high/low, loud/soft, same/different, and fast/slow).	a. With some guidance, demonstrate knowledge of music concepts (beat, melodic contour) in music from a variety of cultures, selected for performance.	a. Demonstrate knowledge of music concepts (tonality, meter) in music from a variety of cultures, selected for performance.	a. Demonstrate understanding of the structure in music selected for performance.	a. Demonstrate understanding of the structure and elements of music (rhythm, pitch, form) in music selected for performance.	a. Demonstrate understanding of the structure and elements of music (rhythm, pitch, form, harmony) in music selected for performance.	a. Explain how understanding the structure and elements of music used in music selected for performance.	a. Explain and demonstrate the structure of contrasting pieces of music selected for performance, and how elements of music are used.	a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used.
	b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.	b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic or standard notation.	b. When analyzing selected music, read and perform using iconic and/or standard notation.	b. When analyzing selected music, read and perform using standard notation.	b. When analyzing selected music, read and identify standard symbols for rhythm, pitch, articulation, and dynamics.	b. When analyzing selected music, read and identify standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.	b. When analyzing selected music, sight-read in treble or bass clef, simple rhythmic, melodic, and/or harmonic notation.
			c. Describe how context (personal and social) can inform a performance.	c. Explain how context (social and cultural) informs a performance.	c. Explain how context (social, cultural, and historical) informs performances.	c. Identify how cultural and historical contexts inform performances.	c. Identify how cultural and historical contexts inform performances and results in different music interpretations.	c. Identify how cultural and historical contexts inform performances and results in different music effects.

Anchor Standard #4.3 - Select, analyze and interpret artistic work for presentation

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:PR4a-K	MU:PR4a-1	MU:PR4a-2	MU:PR4a-3	MU:PR4a-4	MU:PR4a-5	MU:PR4a-6	MU:PR4a-7	MU:PR4a-8
c. With guidance, demonstrate awareness of expressive qualities (voice quality, dynamics, tempo) that support the creators' expressive intent.	c. Demonstrate and describe music's expressive qualities (dynamics, tempo).	c. Demonstrate understanding of expressive qualities (dynamics, tempo) and how creators use them to convey expressive intent.	c. Demonstrate and describe how intent is conveyed through expressive qualities (dynamics, tempo).	c. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (dynamics, tempo, and timbre).	c. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (dynamics, tempo, timbre, articulation/style).	c. Perform a piece of music demonstrating how their interpretations of the elements of music and expressive qualities (dynamics, tempo, timbre, articulation/style, phrasing) convey intent.	c. Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (dynamics, tempo, timbre, articulation/style, phrasing) convey intent.	c. Perform contrasting pieces of music, demonstrating and explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (dynamics, tempo, timbre, articulation/style, phrasing).

Anchor Standard #5 - Develop and refine artistic work for presentation.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time, through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:PR5a-K	MU:PR5a-1	MU:PR5a-2	MU:PR5a-3	MU:PR5a-4	MU:PR5a-5	MU:PR5a-6	MU:PR5a-7	MU:PR5a-8
a. With guidance, apply personal, teacher, and peer feedback to refine performances.	a. With some guidance, apply personal, teacher, and peer feedback to refine performances.	a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.	a. Apply established criteria and teacher/peer feedback to evaluate accuracy of ensemble performances.	a. Apply established criteria and teacher/peer feedback to evaluate accuracy of ensemble and personal performances.	a. Apply established criteria and teacher/peer feedback to evaluate accuracy of ensemble and personal performances.	a. Identify and apply teacher-provided criteria (correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.	a. Identify and apply collaboratively-developed criteria (demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when music is ready to perform.	a. Identify and apply personally-developed criteria (demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when music is ready to perform.

Anchor Standard #6 - Convey meaning through the presentation of artistic work

Enduring Understanding: Musicians judge performances based on criteria that vary across time, place and cultures. The context and how a work is presented, influence the audience response.

Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:PR6a-K	MU:PR6a-1	MU:PR6a-2	MU:PR6a-3	MU:PR6a-4	MU:PR6a-5	MU:PR6a-6	MU:PR6a-7	MU:PR6a-8
a. With guidance, perform music with expression.	a. With some guidance, perform music for a specific purpose with expression.	a. Perform music for a specific purpose with expression and technical accuracy.	a. Perform music with expression and technical accuracy.	a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.	a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.	a. Perform music with technical accuracy to convey the creator's intent.	a. Perform music with technical accuracy and stylistic expression to convey the creator's intent.	a. Perform music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.
MU:PR6b-K	MU:PR6b-1	MU:PR6b-2	MU:PR6b-3	MU:PR6b-4	MU:PR6b-5	MU:PR6b-6	MU:PR6b-7	MU:PR6b-8
b. Perform appropriately for the audience and occasion.	b. Perform appropriately for the audience and occasion.	b. Perform appropriately for the audience and purpose.	b. Demonstrate performance and audience etiquette appropriate for context and venue.	b. Demonstrate performance and audience etiquette appropriate for context, venue, and genre.	b. Demonstrate performance and audience etiquette appropriate for context, venue, genre, and style.	b. Demonstrate performance decorum (stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.	b. Demonstrate performance decorum (stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.	b. Demonstrate performance decorum (stage presence, attire, and behavior) and audience etiquette appropriate for context, venue, genre, and style.



GENERAL MUSIC

ARTISTIC PROCESS RESPOND

ALASKA ARTS STANDARDS

Anchor Standard #7 - Recognize and analyze artistic works, including those from diverse cultural traditions

Enduring Understanding: Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music.

Essential Question: How does understanding the structure and context of music inform a response?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:RE7a-K	MU:RE7a-1	MU:RE7a-2	MU:RE7a-3	MU:RE7a-4	MU:RE7a-5	MU:RE7a-6	MU:RE7a-7	MU:RE7a-8
a. With guidance, students list personal interests and experiences and demonstrate why they prefer some music selections over others.	a. With some guidance, demonstrate how personal interests and experiences influence musical selection for specific purposes.	a. Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.	a. Explain how selected music connects to and is influenced by specific interests, experiences or purposes.	a. Explain how selected music connects to and is influenced by specific interests, experiences or purposes.	a. Explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes or contexts.	a. Select music to listen to and explain the connections to specific interests or experiences for a specific purpose.	a. Select contrasting music, and compare connections to specific interests or experiences, for a specific purpose.	a. Select programs of music (CD mix or live performances) and demonstrate connections to an interest or experience for a specific purpose.
MU:RE7b-K	MU:RE7b-1	MU:RE7b-2	MU:RE7b-3	MU:RE7b-4	MU:RE7b-5	MU:RE7b-6	MU:RE7b-7	MU:RE7b-8
b. With guidance, demonstrate how a specific music concept (beat, melodic direction) is used in music.	b. With some guidance, demonstrate music concepts (beat, pitch) in various styles of music for a specific purpose.	b. Describe how specific music concepts (meter, tonality) are used in various styles of music for a specific purpose.	b. Demonstrate and explain how a response to music can be informed by structure, the use of the elements of music and context (personal, cultural, social).	b. Demonstrate and explain how responses to music are informed by the structure, use of the elements of music, context (personal, cultural, social).	b. Demonstrate and explain, citing evidence, how musical responses to music are informed by the structure, the use of elements of music, and context (personal, cultural, social).	b. Describe how the elements of music, expressive qualities and context (personal, cultural, social), relate to the structure of musical pieces.	b. Classify and explain, citing evidence, how musical concepts, design, and contexts affect responses to music (personal, cultural, social).	b. Compare how the elements of music and expressive qualities relate to the structure within programs of music (personal, cultural, social).
						Identify the context of music from a variety of genres, cultures, and historical periods.	Identify and compare the context of music from a variety of genres, cultures, and historical periods.	Identify and compare the context of music from a variety of genres, cultures, and historical periods.

Anchor Standard #8 - Interpret intent and meaning in artistic work

Enduring Understanding: Musicians provide clues to their expressive intent through the use of elements and structures of music.

Essential Question: How do we detect musical creators' and performers' expressive intent?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:RE8a-K	MU:RE8a-1	MU:RE8a-2	MU:RE8a-3	MU:RE8a-4	MU:RE8a-5	MU:RE8a-6	MU:RE8a-7	MU:RE8a-8
a. With guidance, identify expressive qualities (dynamics, tempo) that reflect creators'/performers' expressive intent (mood, emotion).	a. With some guidance, identify expressive qualities (dynamics, tempo) that reflect creators'/performers' expressive intent.	a. Demonstrate knowledge of expressive qualities and how they support creators'/performers' expressive intent (tempo, dynamics, mood, emotion).	a. Demonstrate knowledge of expressive qualities (dynamics, tempo) and how they support creators'/performers' expressive intent.	a. Demonstrate and explain expressive qualities (dynamics, tempo, timbre) and how they support creators'/performers' expressive intent.	a. Demonstrate and explain expressive qualities (dynamics, tempo, timbre, articulation) and how they support creators'/performers' expressive intent.	a. Interpret how creators and performers apply the elements of music and expressive qualities, within genres and cultural and historical periods, to convey expressive intent.	a. Interpret contrasting musical works and explain how creators and performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent.	a. Interpret contrasting programs of music and explain how creators and performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent.

Anchor Standard #9 - Apply criteria to evaluate artistic work

Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.

Essential Question: How do we evaluate the quality of musical works and performances?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:RE9a-K	MU:RE9a-1	MU:RE9a-2	MU:RE9a-3	MU:RE9a-4	MU:RE9a-5	MU:RE9a-6	MU:RE9a-7	MU:RE9a-8
a. With guidance, apply personal and expressive preferences in the evaluation of music.	a. With some guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.	a. Apply personal and expressive preferences in the evaluation of music for specific purposes.	a. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.	a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.	a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.	a. Apply teacher-provided criteria to evaluate musical works or performances.	a. Select from teacher-provided criteria to evaluate musical works or performances.	a. Apply personally and/or collaboratively-developed criteria to evaluate musical works or performances.



GENERAL MUSIC

ARTISTIC PROCESS CONNECT

ALASKA ARTS STANDARDS

Anchor Standard #10 - Relate, synthesize, and express knowledge and personal experiences to make art.

Enduring Understanding: Musicians connect interests, experiences, ideas, and knowledge to create, perform, and respond.

Essential Question: How do musicians make meaningful connections in order to create, perform and respond?

Kindergarten- 2			3rd - 5th			6th- 8th		
MU:CO10a-K	MU:CO10a-1	MU:CO10a-2	MU:CO10a-3	MU:CO10a-4	MU:CO10a-5	MU:CO10a-6	MU:CO10a-7	MU:CO10a-8
CU: E.1-8: Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.								
a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, responding to music.
CU: B. 1-4: Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.								
MU:CO10b-K	MU:CO10b-1	MU:CO10b-2	MU:CO10b-3	MU:CO10b-4	MU:CO10b-5	MU:CO10b-6	MU:CO10b-7	MU:CO10b-8
b. With guidance, demonstrate a final version of personal musical ideas to peers.	b. With some guidance, demonstrate, discuss personal reasons for selecting musical ideas that represent expressive intent.	b. Demonstrate, discuss reasons for selecting patterns and ideas to represent expressive intent.	b. Demonstrate selected musical ideas for a simple improvisation or composition to express intent; describe connection to a specific purpose and context.	b. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent; explain connection to purpose and context.	b. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent; and explain connection to purpose and context.	b. Select, organize, construct, and document musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.	b. Select, organize, develop, and document musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety, and convey expressive intent.	b. Select, organize, and document musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension, release, unity, variety, and balance, and convey expressive intent.
MU:CO10c-K	MU:CO10c-1	MU:CO10c-2	MU:CO10c-3	MU:CO10c-4	MU:CO10c-5	MU:CO10c-6	MU:CO10c-7	MU:CO10c-8
c. With guidance, demonstrate and state interest in varied musical selections.	c. With some guidance, convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.	c. Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.	c. Present the final version of created music for others, and describe connection to expressive intent.	c. Present the final version of created music for others, and explain connection to expressive intent.	c. Present the final version of created music for others that demonstrates craftsmanship, and explain connection to expressive intent.	c. Present the final version of a personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle and ending, and convey expressive intent.	c. Present the final version of a personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.	c. Present the final version of a personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating tension, release, unity, variety, and balance, and convey expressive intent.
CU: A.1-7: Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.								
MU:CO10d-K	MU:CO10d-1	MU:CO10d-2	MU:CO10d-3	MU:CO10d-4	MU:CO10d-5	MU:CO10d-6	MU:CO10d-7	MU:CO10d-8
d. With guidance, demonstrate awareness of expressive qualities (voice quality, dynamics, tempo) that support the creators' expressive intent.	d. Demonstrate and describe music's expressive qualities (dynamics, tempo).	d. Demonstrate understanding of expressive qualities (dynamics, tempo) and how creators use them to convey expressive intent.	d. Demonstrate and explain how the selection of music to perform is influenced by interest, knowledge, purpose, and context.	d. Demonstrate and explain how the selection of music to perform is influenced by interest, knowledge, context, and technical skill.	d. Demonstrate and explain how the selection of music to perform is influenced by interest, knowledge, context, and technical skill.	d. Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.	d. Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and identify expressive qualities, technical challenges, and reasons for choices.	d. Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding and relevancy

Enduring Understanding: Connections to varied contexts and personal experiences enhance musicians' creating, performing, and responding.

Essential Question: How do the arts, other disciplines, contexts, and daily life influence creating, performing, and responding to music?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
CU: C. 1-4: Culturally-knowledgeable students are able to actively participate in various environments.								
MU:CO11a-K	MU:CO11a-1	MU:CO11a-2	MU:CO11a-3	MU:CO11a-4	MU:CO11a-5	MU:CO11a-6	MU:CO11a-7	MU:CO11a-8
a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU:CO11b-K	MU:CO11b-1	MU:CO11b-2	MU:CO11b-3	MU:CO11b-4	MU:CO11b-5	MU:CO11b-6	MU:CO11b-7	MU:CO11b-8
b. With guidance, explore and demonstrate awareness of music contrasts (high/low, loud/soft, same/different) in a variety of music selected for performance.	b. With some guidance, create musical ideas (answering a musical question) for a specific purpose.	b. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	b. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (personal, social).	b. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (social, cultural).	b. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (social, cultural, historical).	b. Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	b. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	b. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within expanded forms (introductions, transitions, codas) that convey expressive intent.
MU:CO11c-K	MU:CO11c-1	MU:CO11c-2	MU:CO11c-3	MU:CO11c-4	MU:CO11c-5	MU:CO11c-6	MU:CO11c-7	MU:CO11c-8
c. With guidance, demonstrate how a specific music concept (beat, melodic direction) is used in music.	c. With some guidance, demonstrate knowledge of music concepts (beat, melodic contour) in music from a variety of cultures.	c. Demonstrate knowledge of music concepts (tonality, meter) in music from a variety of cultures.	c. Demonstrate how context (personal, social) can inform a performance.	c. Explain how context (social, cultural) informs a performance.	c. Explain how context (social, cultural, historical) informs performances.	c. Identify how cultural and historical context inform performances.	c. Identify how cultural and historical context inform performance and results in different music interpretations.	c. Identify how cultural and historical context inform performance and results in different music effects.
CU: D. 1-6: Culturally-knowledgeable students are able to actively participate in various cultural environments. (Aligns with MU 11d, 11e & 11f)								
MU:CO11d-K	MU:CO11d-1	MU:CO11d-2	MU:CO11d-3	MU:CO11d-4	MU:CO11d-5	MU:CO11d-6	MU:CO11d-7	MU:CO11d-8
d. With guidance, apply personal and expressive preferences in the evaluation of music.	d. With some guidance, perform music for a specific purpose with expression.	d. Perform music for a specific purpose with expression and technical accuracy.	d. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.	d. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.	d. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	d. Demonstrate performance decorum (stage presence, attire, behavior) and audience etiquette appropriate for venue and purpose.	d. Demonstrate performance decorum (stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, and context.	d. Demonstrate performance decorum (stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
	MU:CO11e-1	MU:CO11e-2	MU:CO11e-3	MU:CO11e-4	MU:CO11e-5	MU:CO11e-6	MU:CO11e-7	MU:CO11e-8
	e. With some guidance, demonstrate and identify how music concepts (beat, pitch) are used in various styles of music for a purpose.	e. Describe how music concepts are used to support a specific purpose in music.	e. Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (personal, social).	e. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (social, cultural).	e. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (social, cultural, historical).	e. Identify the context of music from a variety of genres, cultures, and historical periods.	e. Identify and compare the context of music from a variety of genres, cultures, and historical periods.	e. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
	MU:CO11f-1	MU:CO11f-2	MU:CO11f-3	MU:CO11f-4	MU:CO11f-5	MU:CO11f-6	MU:CO11f-7	MU:CO11f-8
	f. With some guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.	f. Apply personal and expressive preferences in the evaluation of music for specific purposes.	f. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.	f. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.	f. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.	f. Apply teacher-provided criteria to evaluate musical works or performances.	f. Select from teacher-provided criteria to evaluate musical works or performances.	f. Apply personally-developed criteria to evaluate musical works or performances.



THEATRE

ARTISTIC PROCESS CREATE

ALASKA ARTS STANDARDS

Anchor Standard #1 - Generate and conceptualize artistic ideas and work

Enduring Understanding: Artists rely on intuition, curiosity, and a variety of source materials to generate inquiry and artistic ideas.

Essential Question: How do theatre artists use imagination, learned theatre skills and a variety of source materials to engage in creative exploration of theatre/drama practices?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
TH:CR1a-K	TH:CR1a-1	TH:CR1a-2	TH:CR1a-3	TH:CR1a-4	TH:CR1a-5	TH:CR1a-6	TH:CR1a-7	TH:CR1a-8	TH:CR1a-HSP	TH:CR1a-HSAC	TH:CR1a-HSAD
a. With prompting and support, transition between imagination and reality to invent and inhabit an imaginary elsewhere in dramatic play and in a guided drama/theatre experience (e.g., story drama, creative drama).	a. Propose potential character choices in a guided drama/theatre experience.	a. Propose potential new details to plot and story in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Create roles, imagined worlds and improvised stories in a drama/theatre work.	a. Articulate the visual details of imagined worlds and improvised stories that support the given circumstances in a drama/theatre work.	a. Identify physical qualities that reveal a character's inner traits in the imagined world of a drama/theatre work.	a. Identify possible solutions to staging or blocking challenges in a drama/theatre work.	a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.	a. Investigate and explore multiple perspectives and solutions to staging problems in a drama/theatre work.	a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.	a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies, including rights and royalties to create the visual composition of a drama/theatre work.
TH:CR1b-K	TH:CR1b-1	TH:CR1b-2	TH:CR1b-3	TH:CR1b-4	TH:CR1b-5	TH:CR1b-6	TH:CR1b-7	TH:CR1b-8	TH:CR1b-HSP	TH:CR1b-HSAC	TH:CR1b-HSAD
b. With prompting and support, interact with non-representational materials such as, puppets, and costume pieces for a guided drama/theatre experience.	b. Collaborate with peers about which costumes and props to use in a guided drama/theatre experience.	b. Collaborate with peers to discuss scenery in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	b. Visualize and devise ideas for costumes, props and sets for the environment and characters in a drama/theatre work.	b. Invent and design technical elements that support the story and given circumstances in a drama/theatre work.	b. Propose design ideas that support the story and given circumstances in a drama/theatre work.	b. Identify solutions to design challenges in a drama/theatre work.	b. Present and explain solutions to design challenges in drama/theatre work.	b. Explore and discuss solutions to design challenges of a performance space in a drama/theatre work.	b. Explore the impact of technology on design choices in a drama/theatre work.	b. Understand and apply technology to design solutions for a drama/theatre work.	b. Design and implement a complete design for a drama/theatre work that incorporates all elements of technology necessary for a piece/production (e.g., lighting, scenery, sound, props, costumes, media, makeup, rights and royalties).
TH:CR1c-K	TH:CR1c-1	TH:CR1c-2	TH:CR1c-3	TH:CR1c-4	TH:CR1c-5	TH:CR1c-6	TH:CR1c-7	TH:CR1c-8	TH:CR1c-HSP	TH:CR1c-HSAC	TH:CR1c-HSAD
c. With prompting and support identify ways in which movements create or retell a story in guided drama/theatre experiences.	c. Identify ways in which gestures and movement create or retell a story in guided drama/theatre experiences.	c. Identify ways in which voice and sounds create or retell a story in guided drama/theatre experiences (e.g., process drama, story drama, creative drama).	c. Collaborate to determine how characters move and speak to support the story and given circumstances in drama/theatre work.	c. Imagine how a character moves and speaks to support the story and given circumstances in drama/theatre work.	c. Depict how a character's inner thoughts impact the story and given circumstances in a drama/theatre work.	c. Explore a scripted or improvised character by imagining the given circumstances in drama/theatre work.	c. Envision and describe a scripted or improvised character's inner thoughts and objectives in drama/theatre work.	c. Develop a scripted or improvised character by discussing the character's inner thoughts, objectives, and motivations in a drama/theatre work.	c. Use script analysis to generate ideas about a character that is believable and convincing in a drama/theatre work.	c. Use personal experiences and background knowledge to develop a character that is believable and authentic in a drama/theatre work.	c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic in a drama/theatre work.

Anchor Standard #2 - Organize and develop artistic ideas and work

Enduring Understanding: Theatre artists explore and experiment with different ways of communicating meaning.

Essential Question: What influences theatre artists' creative choices?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
TH:CR2a-K	TH:CR2a-1	TH:CR2a-2	TH:CR2a-3	TH:CR2a-4	TH:CR2a-5	TH:CR2a-6	TH:CR2a-7	TH:CR2a-8	TH:CR2a-HSP	TH:CR2a-HSAC	TH:CR2a-HSAD
a. With prompting and support, interact with peers and contribute to a guided drama/theatre experience.	a. Describe and contribute to the development of a sequential plot in a guided drama/theatre experience.	a. Collaborate with peers to devise meaningful dialogue in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Participate in methods of investigation to devise original ideas for drama/theatre work.	a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.	a. Devise original ideas for drama/theatre work that reflect collective inquiry about characters and their given circumstances.	a. Analyze original ideas and artistic choices to improve, refine, and evolve a devised or scripted drama/theatre work.	a. Examine and justify original ideas and artistic choices in drama/theatre work based on critical analysis, background knowledge and historical and cultural context.	a. Articulate and apply critical analysis, background knowledge, research and historical and cultural context to the development of original ideas for drama/theatre work.	a. Discuss the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in drama/theatre work.	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to drama/theatre work.	a. Develop and synthesize original ideas in drama/theatre work utilizing critical analysis, historical and cultural context, research and western or non-western theatre traditions.
TH:CR2b-K	TH:CR2b-1	TH:CR2b-2	TH:CR2b-3	TH:CR2b-4	TH:CR2b-5	TH:CR2b-6	TH:CR2b-7	TH:CR2b-8	TH:CR2b-HSP	TH:CR2b-HSAC	TH:CR2b-HSAD
b. With prompting and support, express original ideas in a guided drama/theatre experience.	b. Participate in group decision making to create a drama/theatre work.	b. Contribute ideas and make decisions as a group to advance a story in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.	b. Make and discuss group decisions and identify responsibilities required to present drama/theatre work to peers.	b. Participate in defined responsibilities required to present drama/theatre work informally to peers.	b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.	b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.	b. Share responsibilities and leadership roles to develop collaborative goals when preparing or devising drama/theatre work.	b. Collaborate as the actor, director, playwright and designers to explore their interdependent roles in drama/theatre work.	b. Cooperate as a creative team to make interpretive choices for drama/theatre work.	b. Collaborate as a creative team to create artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

Anchor Standard #3 - Refine and complete artistic work

Enduring Understanding: Theatre artists build technique, refine their work and practice their craft through reflection and rehearsal.

Essential Question: How do theatre artists transform and edit their initial ideas using critical analysis and experimentation?

Kindergarten - 2nd			3rd - 5th			6th - 8th			HS Proficient	HS Accomplished	HS Advanced
TH:CR3a-K	TH:CR3a-1	TH:CR3a-2	TH:CR3a-3	TH:CR3a-4	TH:CR3a-5	TH:CR3a-6	TH:CR3a-7	TH:CR3a-8	TH:CR3a-HSP	TH:CR3a-HSAC	TH:CR3a-HSAD
a. With prompting and support, ask and answer questions in a guided drama/theatre experience.	a. Collaborate in the adaptation of the plot in a guided drama/theatre experience.	a. Collaborate in the adaptation of dialogue in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Collaborate with peers to revise, refine, and adapt ideas to fit the given guidelines of a drama/theatre work.	a. Discuss and revise an improvised or scripted drama/theatre work through repetition and collaborative review.	a. Discuss and revise an improvised or scripted drama/theatre work through repetition and self-reflection.	a. Discuss and identify artistic choices to refine a devised or scripted drama/theatre work.	a. Analyze and refine artistic choices in a devised or scripted drama/theatre work.	a. Use rehearsal and analysis to refine a devised or scripted theatrical work.	a. Practice and demonstrate a devised or scripted theatrical work using theatrical staging (blocking, movement).	a. Analyze and critique the dramatic concept of a devised or scripted drama/theatre work during rehearsal.	a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.
TH:CR3b-K	TH:CR3b-1	TH:CR3b-2	TH:CR3b-3	TH:CR3b-4	TH:CR3b-5	TH:CR3b-6	TH:CR3b-7	TH:CR3b-8	TH:CR3b-HSP	TH:CR3b-HSAC	TH:CR3b-HSAD
b. Using guided dramatic play, include sounds in a drama/theatre experience.	b. Identify similarities and differences in sounds and movements in a guided drama/theatre experience.	b. Adapt and use sounds and movements in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.	b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.	b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.	b. Demonstrate effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	b. Refine effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to drama/theatre work.	b. Research and analyze scripts to revise physical, vocal, and physiological choices which impact the believability and relevance of drama/theatre work.	b. Synthesize ideas from research, script analysis, and context to create a believable, authentic, and relevant piece of drama/theatre work.
TH:CR3c-K	TH:CR3c-1	TH:CR3c-2	TH:CR3c-3	TH:CR3c-4	TH:CR3c-5	TH:CR3c-6	TH:CR3c-7	TH:CR3c-8	TH:CR3c-HSP	TH:CR3c-HSAC	TH:CR3c-HSAD
c. Identify single objects used in a guided drama/theatre experience (e.g., sun/circle, bus/rectangle).	c. Discuss multiple representations of a single object in a guided drama/theatre experience.	c. Suggest multiple representations of a single object in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	c. Collaboratively create multiple representations of a single/multiple object(s) in a drama/theatre experience (e.g., process drama, story drama, creative drama).	c. Collaborate on solutions to technical issues that arise in rehearsal for a drama/theatre work.	c. Identify technical elements that occur in rehearsal for a drama/theatre work. (e.g. lighting, sound, scenery, props, costumes, makeup, media).	c. Discuss a planned technical design during the rehearsal process for a devised or scripted drama/theatre work. (e.g. lighting, sound, scenery, props, costumes, makeup, media).	c. Research multiple technical design elements for a devised or scripted drama/theatre work. (e.g. lighting, sound, scenery, props, costumes, makeup, media).	c. Implement and refine a planned technical design using simple technology for devised or scripted drama/theatre work. (e.g. lighting, sound, scenery, props, costumes, makeup, media).	c. Justify technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work. (e.g. lighting, sound, scenery, props, costumes, makeup, media).	c. Conceptualize and construct technical design choices to enhance the story and emotional impact of a devised or scripted drama/theatre work. (e.g. lighting, sound, scenery, props, costumes, makeup, media).	c. Employ a high level of technical proficiency to support the story and emotional impact of a devised or scripted drama/theatre work (e.g. safely utilize technical theatre practices).



THEATRE

ARTISTIC PROCESS PRESENT

ALASKA ARTS STANDARDS

Anchor Standard #4 - Select, analyze, and interpret artistic work for performance

Enduring Understanding: Following inquiry and experimentation, theatre artists make strong choices to effectively convey meaning within a given form.

Essential Question: Why are thoughtful choices essential to interpreting a drama or theatre piece?

Kindergarten - 2nd			3rd - 5th			6th - 8th			HS Proficient	HS Accomplished	HS Advanced
TH:PR4a-K	TH:PR4a-1	TH:PR4a-2	TH:PR4a-3	TH:PR4a-4	TH:PR4a-5	TH:PR4a-6	TH:PR4a-7	TH:PR4a-8	TH:PR4a-HSP	TH:PR4a-HSAC	TH:PR4a-HSAD
a. With prompting and support, identify characters and setting in a guided drama/theatre experience.	a. Describe a character's actions and dialogue in a guided drama/theatre experience.	a. Interpret story elements in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Apply the elements of dramatic structure in a story to create a drama/theatre work.	a. Modify the dialogue and action to change the story in a drama/theatre work.	a. Describe the essential events in a story or script that make up the dramatic structure in a drama/theatre work.	a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.	a. Discuss various character objectives (choices) in a drama/theatre work.	a. Demonstrate character choices using given circumstances and pacing in a drama/theatre work.	a. Examine how character relationships assist in telling the story of a drama/theatre work.	a. Analyze how unique choices shape believable and sustainable drama/theatre work.	a. Apply reliable research of directors' styles to create unique choices for a directorial concept in a drama/theatre work.
TH:PR4b-K	TH:PR4b-1	TH:PR4b-2	TH:PR4b-3	TH:PR4b-4	TH:PR4b-5	TH:PR4b-6	TH:PR4b-7	TH:PR4b-8	TH:PR4b-HSP	TH:PR4b-HSAC	TH:PR4b-HSAD
b. Use body and voice to communicate character traits and emotions in a guided theatrical experience.	b. Use movement, facial expressions, gestures, and voice to communicate character traits and emotions in a guided drama/theatre experience.	b. Alter voice and body to expand and articulate nuances of a character in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Investigate how movement and voice are incorporated into drama/theatre work.	b. Discuss physical choices to develop a character in a drama/theatre work.	b. Experiment with various physical choices to communicate character in a drama/theatre work.	b. Demonstrate various physical choices to create meaning in a drama/theatre work.	b. Discuss various staging choices to enhance the story in a drama/theatre work.	b. Describe how character relationships assist in telling a story of a drama/theatre work.	b. Shape character choices using given circumstances in a drama/theatre work.	b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	b. Apply a variety of researched acting techniques to character choices in a drama/theatre work.

Anchor Standard #5 - Develop and refine artistic work for presentation

Enduring Understanding: Theatre artists develop individual processes and skills to prepare for performances or production designs.

Essential Question: What skills or techniques does a theatre artist need to prepare for a performance or theatre design?

Kindergarten - 2nd			3rd - 5th			6th - 8th			HS Proficient	HS Accomplished	HS Advanced
TH:PR5a-K	TH:PR5a-1	TH:PR5a-2	TH:PR5a-3	TH:PR5a-4	TH:PR5a-5	TH:PR5a-6	TH:PR5a-7	TH:PR5a-8	TH:PR5a-HSP	TH:PR5a-HSAC	TH:PR5a-HSAD
a. With prompting and support demonstrate the use of voice and sound in guided drama/theatre experience.	a. With prompting and support, demonstrate physical movement in a guided theatrical experience.	a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for a theatrical work.	a. Demonstrate the relationship between and among body, voice, and mind in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Participate in a variety of acting exercises and techniques.	a. Participate in and choose a variety of acting exercises and techniques.	a. Participate in a variety of acting exercises and techniques that can be applied to a drama/theatre work.	a. Participate in a variety of acting exercises and techniques that can be applied to a drama/theatre work.	a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.	a. Use a variety of acting techniques to expand skills in a rehearsal or drama/theatre performance.	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.	a. Apply and justify a collection of acting techniques from reliable resources to prepare a believable and sustainable performance.
TH:PR5b-K	TH:PR5b-1	TH:PR5b-2	TH:PR5b-3	TH:PR5b-4	TH:PR5b-5	TH:PR5b-6	TH:PR5b-7	TH:PR5b-8	TH:PR5b-HSP	TH:PR5b-HSAC	TH:PR5b-HSAD
b. With prompting and support, demonstrate the use of various technical elements in a guided drama/theatre experience.	b. With prompting and support, identify technical elements that can be used in a guided theatrical experience.	b. Identify the basic technical elements that can be used in a theatrical work. (e.g. process drama, story drama, creative drama).	b. Discuss and explore technical elements that can be used in a guided drama/theatre work.	b. Propose the use of technical elements in a drama/theatre work.	b. Articulate how technical elements are integrated into a theatrical work.	b. Choose a variety of technical elements that can be applied to a design in a theatrical work.	b. Demonstrate the use of technical elements in a theatrical work.	b. Use a variety of technical elements to create a design for a rehearsal or theatrical work.	b. Use researched technical elements to increase the impact of design in a drama/theatre work.	b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.	b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre concept.

Anchor Standard #6 -- Perform, present and/or produce artistic work

Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Essential Questions: What happens when theatre artists and audiences share a creative experience? How does that experience reflect who we are?

Kindergarten - 2nd			3rd - 5th			6th - 8th			HS Proficient	HS Accomplished	HS Advanced
TH:PR6a-K	TH:PR6a-1	TH:PR6a-2	TH:PR6a-3	TH:PR6a-4	TH:PR6a-5	TH:PR6a-6	TH:PR6a-7	TH:PR6a-8	TH:PR6a-HSP	TH:PR6a-HSAC	TH:PR6a-HSAD
a. Engage in dramatic play or with prompting and support, perform in a guided drama/theatre experience.	a. Engage in dramatic play or with prompting and support, perform in a guided drama/theatre experience using voice and movement.	a. With prompting and support, use voice and gesture to communicate in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Contribute to and practice group guided drama/theatre experiences.	a. Practice drama/theatre work and share reflections individually and in small groups.	a. Use movement and gestures to communicate emotions and experiences in a guided drama/theatre experience (e.g. process drama, story drama, creative drama).	a. Incorporate voice, movement and gestures to communicate emotions in a guided drama/theatre experience.	a. Perform in a group guided drama/theatre experience and present it informally to an audience.	a. Perform a rehearsed drama/theatre work for an audience.	a. Perform a scripted drama/theatre work for a specific audience.	a. Present a drama/theatre work using creative processes that shape the production for a specific audience.	a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.



THEATRE

ARTISTIC PROCESS RESPOND

ALASKA ARTS STANDARDS

Anchor Standard #7 - Perceive and analyze artistic work, including those from diverse cultural traditions

Enduring Understanding: Identifying and reflecting upon the qualities and characteristics of theatre impacts artistic appreciation.

Essential Question: How do theatre participants recognize and understand drama practices and theatre forms?

Kindergarten - 2nd			3rd - 5th			6th - 8th			HS Proficient	HS Accomplished	HS Advanced
TH:RE7a-K	TH:RE7a-1	TH:RE7a-2	TH:RE7a-3	TH:RE7a-4	TH:RE7a-5	TH:RE7a-6	TH:RE7a-7	TH:RE7a-8	TH:RE7a-HSP	TH:RE7a-HSAC	TH:RE7a-HSAD
a. With prompting and support, express an emotional response to characters in a drama/theatre experience.	a. Recall choices made in a guided drama/theatre experience.	a. Identify when artistic choices are made in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Understand and discuss why artistic choices are made in a drama/theatre work.	a. Identify artistic choices made in a drama/theatre work through participation and observation.	a. List ways to develop characters using physical characteristics and design choices that reflect cultural perspectives in drama/theatre work.	a. Describe and record personal reactions to artistic choices in a drama/theatre work.	a. Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.	a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.	a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.	a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

Anchor Standard #8 - Interpret intent and meaning in artistic work

Enduring Understanding: Interpretations of theatre work are influenced by aesthetics and personal experiences of the artist and the audience.

Essential Question: How can the same work of art communicate different messages to different people?

Kindergarten - 2nd			3rd - 5th			6th - 8th			HS Proficient	HS Accomplished	HS Advanced
TH:RE8a-K	TH:RE8a-1	TH:RE8a-2	TH:RE8a-3	TH:RE8a-4	TH:RE8a-5	TH:RE8a-6	TH:RE8a-7	TH:RE8a-8	TH:RE8a-HSP	TH:RE8a-HSAC	TH:RE8a-HSAD
a. With prompting and support, identify preferences in dramatic play, a guided drama experience or age-appropriate drama/theatre performance.	a. Explain preferences and emotions in a guided drama experience, or age-appropriate drama/theatre performance.	a. Explain how personal preferences and emotions affect an observer's response in a guided drama experience, or age-appropriate drama/theatre performance.	a. Consider multiple personal experiences when participating in or observing a drama/theatre work.	a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.	a. Justify responses based on personal experiences when participating in or observing a drama/theatre work.	a. Explain how artists make choices based on personal experience in a drama/theatre work.	a. Identify the artistic choices made based on personal experience in a drama/theatre work.	a. Apply character choices based on other artists' or personal experiences in a drama/theatre work.	a. Analyze and compare character choices developed from personal experiences in multiple drama/theatre works.	a. Develop supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.	a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work.
TH:RE8b-K	TH:RE8b-1	TH:RE8b-2	TH:RE8b-3	TH:RE8b-4	TH:RE8b-5	TH:RE8b-6	TH:RE8b-7	TH:RE8b-8	TH:RE8b-HSP	TH:RE8b-HSAC	TH:RE8b-HSAD
b. With prompting and support, name and describe settings in dramatic a guided drama/theatre experience.	b. With prompting and support, name and describe details in settings in a dramatic play or a guided drama/theatre experience.	b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	b. Express multiple ways to develop a character using physical characteristics, props or costumes that reflect cultural perspectives in drama/theatre work.	b. Demonstrate the physical characteristics and environment of characters in a drama/theatre work.	b. Describe how cultural perspectives influence drama/ theatre work.	b. Identify multiple cultural perspectives that influence a drama/ theatre work.	b. Describe how specific cultural perspectives can influence drama/ theatre work.	b. Analyze how cultural perspectives influence the evaluation of a drama/ theatre work.	b. Identify and compare cultural perspectives and contexts that influence the evaluation of drama/ theatre work.	b. Apply concepts from drama/ theatre work for personal realization about cultural perspectives and understanding.	b. Apply new understandings of cultures and contexts to drama/ theatre work.
TH:RE8c-K	TH:RE8c-1	TH:RE8c-2	TH:RE8c-3	TH:RE8c-4	TH:RE8c-5	TH:RE8c-6	TH:RE8c-7	TH:RE8c-8	TH:RE8c-HSP	TH:RE8c-HSAC	TH:RE8c-HSAD
c. With prompting and support, name and describe characters in a guided drama/theatre experience.	c. Use text and draw pictures to describe personal emotions in a guided theatrical experience.	c. Use text and draw pictures to describe others' emotions in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	c. Describe connections made between personal emotions and a character's emotions in drama/ theatre work.	c. Identify and discuss physiological changes connected to character's emotions in drama/ theatre work.	c. Discuss and demonstrate the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.	c. Identify and discuss personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.	c. Interpret and discuss how personal aesthetics, preferences, and beliefs are used in drama/ theatre work.	c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.	c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.	c. Provide multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.	c. Justify multiple aesthetics, preferences, and beliefs that informs artistic decisions in drama/theatre work.

Anchor Standard #9 - Apply criteria to evaluate artistic work

Enduring Understanding: Criteria for evaluating theatre practices vary across genres, styles and cultures.

Essential Question: What criteria are used to evaluate theatre?

Kindergarten - 2nd			3rd - 5th			6th - 8th			HS Proficient	HS Accomplished	HS Advanced
TH:RE9a-K	TH:RE9a-1	TH:RE9a-2	TH:RE9a-3	TH:RE9a-4	TH:RE9a-5	TH:RE9a-6	TH:RE9a-7	TH:RE9a-8	TH:RE9a-HSP	TH:RE9a-HSAC	TH:RE9a-HSAD
a. With prompting and support, actively engage with others in a guided drama/theatre experience.	a. Build on others' ideas in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Collaborate on a scene in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Explain how to evaluate a drama/ theatre work.	a. With specific criteria, evaluate character in a drama/theatre work.	a. Develop and implement a plan to evaluate drama/theatre work.	a. Use supporting evidence and criteria to evaluate a drama/theatre work.	a. Explain preferences, using supporting evidence and criteria to evaluate a drama/theatre work.	a. Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.	a. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines using supporting evidence and criteria.	a. Analyze and assess a drama/ theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.	a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.
TH:RE9b-K	TH:RE9b-1	TH:RE9b-2	TH:RE9b-3	TH:RE9b-4	TH:RE9b-5	TH:RE9b-6	TH:RE9b-7	TH:RE9b-8	TH:RE9b-HSP	TH:RE9b-HSAC	TH:RE9b-HSAD
b. Use imagination to transform objects.	b. Identify props and costumes that might be used in a guided drama/ theatre experience (e.g., process drama, story drama, creative drama).	b. Use a prop or costume in a guided drama/theatre experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.	b. Use props and costumes to enhance a drama/theatre work.	b. Explain how technical elements may support a theme or idea in a drama/theatre work.	b. Assess how technical elements represent the theme of a drama/ theatre work.	b. Use one or more production elements in a drama/theatre work to assess aesthetic choices.	b. Consider the aesthetics of the production elements in a drama/ theatre work.	b. Evaluate the production elements used in a drama/theatre work to assess aesthetic choices.	b. Apply the aesthetics of the production elements in a drama/ theatre work.	b. Construct meaning in a drama/theatre work, taking into consideration, personal aesthetics and knowledge of production elements while respecting others' interpretations.	b. Analyze and evaluate varied aesthetic interpretations of production elements for a drama/ theatre work.
TH:RE9c-K	TH:RE9c-1	TH:RE9c-2	TH:RE9c-3	TH:RE9c-4	TH:RE9c-5	TH:RE9c-6	TH:RE9c-7	TH:RE9c-8	TH:RE9c-HSP	TH:RE9c-HSAC	TH:RE9c-HSAD
c. Name and describe experiences and feelings of characters in a guided theatrical experience.	c. Compare and contrast the experiences of characters in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	c. Describe how characters respond to challenges in a guided drama/ theatre experience (e.g., process drama, story drama, creative drama).	c. Identify a specific audience or purpose in a drama/theatre work.	c. Explain how a character's choices impact an audience member's perspective in a drama/theatre work.	c. Recognize how a character's circumstances impact an audience member's perspective in a drama/ theatre work.	c. Evaluate and analyze issues and situations in a drama/theatre work from an audience member's perspective.	c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.	c. Assess the impact of a drama/ theatre work on a specific audience.	c. Describe the playwright's purpose for an intended audience in a drama/theatre work.	c. Justify how a drama/theatre work communicates a specific purpose for an audience.	c. Compare and debate the connection between a drama/ theatre work and contemporary issues that may impact an audience.



THEATRE

ARTISTIC PROCESS CONNECT

ALASKA ARTS STANDARDS

Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art

Enduring Understanding: Theatre participants articulate and connect personal experiences, prior knowledge and relationships in creation, performance and response.

Essential Question: How does participating in theatre foster critical awareness, social responsibility, and the exploration of empathy?

Kindergarten - 2nd			3rd - 5th			6th - 8th			HS Proficient	HS Accomplished	HS Advanced
TH:Cn10a-K	TH:Cn10a-1	TH:Cn10a-2	TH:Cn10a-3	TH:Cn10a-4	TH:Cn10a-5	TH:Cn10a-6	TH:Cn10a-7	TH:Cn10a-8	TH:CN10a-HSP	TH:CN10a-HSAC	TH:CN10a-HSAD
C.A 1-7 Culturally-knowledgeable students are well-grounded in the cultural heritage and traditions of their community.						C.B 1-4 Culturally-knowledgeable students are able to build on the knowledge and skills of the local culture community as a foundation from which to achieve personal and academic success throughout life.					
a. With prompting and support, retell a personal experience in a guided drama/theatre experience.	a. With prompting and support identify character emotions and relate to personal experience in dramatic play or a guided theatrical experience.	a. Relate character experiences to personal experiences in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.	a. Explain how a drama/theatre work connects to oneself and to a community or culture.	a. Identify the ways a drama/theatre work reflects the perspectives of a community or culture.	a. Examine a community issue through multiple perspectives in a drama/theatre work.	a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.	a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.	a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.	a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.
TH:Cn10b-K	TH:Cn10b-1	TH:Cn10b-2	TH:Cn10b-3	TH:Cn10b-4	TH:Cn10b-5	TH:Cn10b-6	TH:Cn10b-7	TH:Cn10b-8	TH:CN10b-HSP	TH:CN10b-HSAC	TH:CN10b-HSAD
C.B. 1-4 Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.						C. C 1-4 Culturally-knowledgeable students are able to actively participate in various cultural environments.					
b. With prompting and support, identify skills and knowledge from personal experiences in dramatic play or a guided drama/theatre experience.	b. Select skills and knowledge from different art forms and content areas to apply in a guided drama/theatre experience.	b. Apply skills and knowledge from different art forms and content areas in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	b. Identify connections to community, social issues and other content areas in drama/theatre work.	b. Respond to community and social issues and incorporate other content areas in drama/theatre work.	b. Investigate historical, global and social issues expressed in drama/theatre work.	b. Identify universal themes or common social issues and express them through a drama/theatre work.	b. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.	b. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.	b. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	b. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.	b. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.

Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Enduring Understanding: Theatre participants understand and are able to communicate about creative processes as they analyze the way the world may be understood. Theatre participants research and investigate diverse theatre practices and productions to inform their own understanding and work.

Essential Questions: How do theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work? How does this understanding impact the viewer's experience of the work? In what ways can research into diverse theatre traditions and forms alter the way a theatre practice or production is understood?

Kindergarten - 2nd			3rd - 5th			6th - 8th			HS Proficient	HS Accomplished	HS Advanced
TH:Cn11a-k	TH:Cn11a-1	TH:Cn11a-2	TH:Cn11a-3	TH:Cn11a-4	TH:Cn11a-5	TH:Cn11a-6	TH:Cn11a-7	TH:Cn11a-8	TH:CN11a-HSP	TH:CN11a-HSAC	TH:CN11a-HSAD
C.C 1-4 Culturally-Knowledgeable students are able to actively participate in various cultural environments.						C.D 1-6 Culturally-Knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.					
a. With prompting and support, identify stories that are different from one another in a guided drama/theatre experience.	a. Identify similarities and differences in stories from one's own community in a guided drama/theatre experience.	a. Identify similarities and differences in stories from multiple cultures in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Explore how stories are adapted from literature to drama/theatre work.	a. Investigate cross-cultural approaches to storytelling in drama/theatre work.	a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.	a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.	a. Research and discuss how a playwright might have intended a theatrical work to be produced.	a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.	a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work.	a. Formulate creative choices for a devised or scripted drama/theatre work based on research about the selected topic.	a. Document and justify the creative choices made in a devised or scripted drama/theatre work based on critical interpretation of specific data from theater research.
TH:Cn11b-K	TH:Cn11b-1	TH:Cn11b-2	TH:Cn11b-3	TH:Cn11b-4	TH:Cn11b-5	TH:Cn11b-6	TH:Cn11b-7	TH:Cn11b-8	TH:CN11b-HSP	TH:CN11b-HSAC	TH:CN11b-HSAD
C. D 1-6 Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and doing.						C. E 1-8 Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.					
b. With prompting and support, tell a short story in dramatic play, or in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience.	b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.	b. Compare the drama/theatre conventions of a given time period with those of the present.	b. Identify historical sources that explain drama/theatre terminology and conventions.	b. Investigate the time period and place of a drama/theatre work to understand performance and design choices.	b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.	b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.	b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.	b. Explore and document how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.	b. Document, present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.

According to the Alaska Department of Education & Early Development, "The content standards stipulate what students should know and be able to do; the cultural standards provide guidance on how to engage students in learning through the local culture. It is intended that all forms of knowledge, ways of knowing and world views be recognized as equally valid, adaptable and complementary to one another in mutually beneficial ways." The Alaska Standards for Culturally Responsive Schools outlines the Cultural Standards for Students, which aligns with the artistic process of Connecting. In the Alaska Arts Performance Standards for each discipline, the cultural standards for students is embedded under the artistic process of Connecting: relating artistic ideas and work with personal meaning and external context.



VISUAL ARTS

ARTISTIC PROCESS CREATE

ALASKA ARTS STANDARDS

Anchor Standard #1 - Generate and conceptualize artistic ideas and work

Enduring Understanding: Creative and innovative thinking are essential life skills to be developed.

Essential Questions: What conditions, attitudes, and behaviors support creative, innovative, and inventive thinking? What encourages people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
VA:CR1a-K	VA:CR1a-1	VA:CR1a-2	VA:CR1a-3	VA:CR1a-4	VA:CR1a-5	VA:CR1a-6	VA:CR1a-7	VA:CR1a-8	VA:CR1a-HSP	VA:CR1a-HSAC	VA:CR1a-HSAD
a. Engage in exploration and imaginative use of materials (example: cause and effect).	a. Collaboratively engage in exploration and imaginative use of materials.	a. Collaboratively brainstorm multiple approaches to an art or design problem (such as celebrations, cross-curriculum projects, school events, etc.).	a. Brainstorm and elaborate on an imaginative idea. (example: artwork based on a story or fantasy)	a. Independently brainstorm multiple approaches to a creative art or design problem.	a. Combine ideas to generate an innovative concept	a. Collaboratively combine concepts to generate innovative ideas.	a. Apply strategies to overcome creative blocks. (examples: view from different perspectives, pause to view others work)	a. Document early stages of the creative process in traditional or new media. (examples: journal, sketchbook, digital)	a. Use multiple approaches to begin creative endeavors. (view artists past and present, experiment with materials, focus on a social statement)	a. Individually or collaboratively formulate new creative problems based on student's existing artwork.	a. Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
VA:CRb1-K	VA:CR1b-1	VA:CR1b-2	VA:CR1b-3	VA:CR1b-4	VA:CR1b-5	VA:CR1b-6	VA:CR1b-7	VA:CR1b-8	VA:CR1b-HSP	VA:CR1b-HSAC	VA:CR1b-HSAD
b. Engage collaboratively in creative art-making in response to an artistic problem.	b. Use careful observation in preparation for making a work of art.	b. Make art or design to explore personal interests, questions, and curiosity.	b. Apply knowledge of available resources, tools, and technologies to investigate personal ideas or cultural background through the art-making process.	b. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers (individual or shared group).	b. Identify diverse methods of artistic investigation in selecting an approach for beginning a work of art.	b. Formulate an artistic investigation of personally or culturally relevant content for creating art.	b. Develop criteria to guide making a work of art or design to meet an identified goal.	b. Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	b. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	b. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	b. Follow or break established conventions in the making of multiple works of art or design based on a theme, idea, or concept

Anchor Standard #2 - Organize and develop artistic ideas and work

Enduring Understanding: Using art elements and design principles, artists/designers experiment with forms, structures, materials, concepts, media, and art-making processes, while balancing experimentation, freedom, and responsibility in developing and creating artworks.

Essential Questions: How do artists/designers work and reflect on the direction of their work? How do artists and designers learn from trial and error? What responsibilities come with the freedom to create? How do objects, artifacts, places, and design shape lives and communities?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
VA:CR2a-K	VA:CR2a-1	VA:CR2a-2	VA:CR2a-3	VA:CR2a-4	VA:CR2a-5	VA:CR2a-6	VA:CR2a-7	VA:CR2a-8	VA:CR2a-HSP	VA:CR2a-HSAC	VA:CR2a-HSAD
a. Using experimentation, build skills in various media and approaches to art-making.	a. Explore uses of materials, tools, approaches (such as using art elements, applying artistic ideas from diverse cultures, etc.) to create works of art or design.	a. Experiment with various materials, tools, and approaches (such as using elements and principles of design, applying artistic ideas from diverse cultures, etc.) to explore personal interests in a work of art or design.	a. Create artwork using a variety of artistic processes, materials, and approaches (such as using elements and principles of design, applying artistic ideas from diverse cultures, etc.).	a. Develop technical skills and explore art-making approaches (such as using elements and principles of design, applying artistic norms of diverse cultures, etc.).	a. Develop skills in multiple art-making techniques and experiment with approaches (such as using elements and principles of design, applying artistic norms of diverse cultures, etc.) through practice.	a. Demonstrate openness in trying new ideas, materials, methods, and approaches (such as using elements and principles of design, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.) in making works of art and design.	a. Demonstrate persistence in developing skills with various materials, methods, and approaches (such as using elements and principles of design, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.) in creating works of art or design.	a. Take risks to pursue ideas, themes, meanings, and approaches (such as using elements and principles of design, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.) that emerge in the process of art making or designing.	a. Engage in making works of art or design both spontaneously and deliberately (such as using elements and principles of design, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.).	a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form using various approaches (such as using the using elements and principles of design, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.).	a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
VA:CR2b-K	VA:CR2b-1	VA:CR2b-2	VA:CR2b-3	VA:CR2b-4	VA:CR2b-5	VA:CR2b-6	VA:CR2b-7	VA:CR2b-8	VA:CR2b-HSP	VA:CR2b-HSAC	VA:CR2b-HSAD
b. Observe safe practices with art materials, tools, and equipment.	b. Demonstrate safe and proper procedures for using materials, tools, and equipment.	b. Demonstrate safe procedures for using materials, tools, equipment, and studio spaces.	b. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment.	b. Utilize and care for and safe use of materials, tools, and equipment. Practice safe and responsible digital posting/sharing with awareness of image ownership.	b. Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.	b. Reinforce quality craftsmanship and explain environmental implications of conservation, care, and cleanup of art materials, tools, and equipment.	b. Demonstrate and apply safe use of tools, materials, and equipment. Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.	b. Demonstrate and apply safe use of tools, materials, and equipment. Demonstrate awareness of ethical practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	b. Demonstrate and apply safe use of tools, materials, and equipment. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	b. Demonstrate and apply safe use of tools, materials, and equipment. Demonstrate awareness of ethical implications of making and distributing creative work.	b. Demonstrate and apply safe use of tools, materials, and equipment. 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.
VA:CR2c-K	VA:CR2c-1	VA:CR2c-2	VA:CR2c-3	VA:CR2c-4	VA:CR2c-5	VA:CR2c-6	VA:CR2c-7	VA:CR2c-8	VA:CR2c-HSP	VA:CR2c-HSAC	VA:CR2c-HSAD
c. Create art that represents natural and constructed environments.	c. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	c. Repurpose objects to make something new.	c. Individually or collaboratively construct representations, diagrams, or maps of places that are part of your personal or cultural life.	c. Describe, and visually represent regional constructed environments.	c. Describe and visually document places and/or objects of personal significance.	c. Design or redesign objects or places (such as eating utensils, clothing, wheelchair-friendly nature trails, etc.) that meet the identified needs of diverse users.	c. Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	c. Select, organize, and design images and words to make visually clear and compelling presentations.	c. Redesign an artwork, everyday object, or place in response to contemporary issues.	c. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	c. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Anchor Standard #3 - Refine and complete artistic work

Enduring Understanding: Artists/designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work.

Essential Questions: What role does perseverance play in revising, refining, and developing work? Considering art forms and careers, how do artists/designers grow and become accomplished? How do artist/designers create works of art or design that communicate effectively?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
VA:CR3a-K	VA:CR3a-1	VA:CR3a-2	VA:CR3a-3	VA:CR3a-4	VA:CR3a-5	VA:CR3a-6	VA:CR3a-7	VA:CR3a-8	VA:CR3a-HSP	VA:CR3a-HSAC	VA:CR3a-HSAD
a. Explain the process and/or subject matter of personal artwork.	a. Use art vocabulary to describe choices.	a. With peers, discuss and reflect about choices made in creating artwork.	a. Enhance visual information by adding details in an artwork.	a. Revise artwork in progress on the basis of insights gained through peer discussion and self reflection.	a. Using art vocabulary, create artist's statements to describe personal choices.	a. Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	a. Reflect on and explain important information about personal artwork in an artist statement or another format (such as essay, story, or poem).	a. Apply relevant criteria (such as craftsmanship, originality, well-organized composition) to examine, reflect on, and plan revisions for a work of art or design in progress.	a. Apply traditional, cultural, or contemporary criteria to examine, reflect on, and plan revisions for works of art and design in progress.	a. Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art.	a. Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.



VISUAL ARTS

ARTISTIC PROCESS PRESENT

ALASKA ARTS STANDARDS

Anchor Standard #4 - Select, analyze, and interpret artistic work for performance, presentation, and/or production

Enduring Understanding: Artists/designers consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Essential Questions: Why do people value objects, artifacts and fine artworks, and select them for presentation? What criteria, methods, and processes are used to select work for preservation or presentation? How are artworks cared for, and by whom?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
VA:PR4a-K	VA:PR4a-1	VA:PR4a-2	VA:PR4a-3	VA:PR4a-4	VA:PR4a-5	VA:PR4a-6	VA:PR4a-7	VA:PR4a-8	VA:PR4a-HSP	VA:PR4a-HSAC	VA:PR4a-HSAD
a. Identify reasons for saving and displaying objects, artifacts, and artwork.	a. Explain why some objects, artifacts, and artwork are valued over others.	a. Categorize artworks based on a theme or concept.	a. Investigate and discuss possibilities and limitations of spaces for exhibiting artwork.	a. Analyze how past, present, and emerging technologies have impacted the presentation of artwork (such as photographic/digital reproductions, posters, postcards, printouts, photocopies, etc.).	a. Analyze similarities and differences associated with presenting two-dimensional, three-dimensional, and digital artwork (such as hanging on wall, placing on pedestal, lighting, video display monitor, space to walk around a sculpture, etc.).	a. Define the roles and responsibilities of museum professionals (such as museum educator, curator, security guard, conservator, docent, exhibition designer, etc.). Explain the skills and knowledge needed in maintaining and presenting objects, artifacts, and artwork.	a. Compare how technologies have changed the way artwork is presented and experienced (such as audio tours, interactive screens, digital projections, virtual tours, etc.).	a. Develop and apply criteria for evaluating a collection of artwork for presentation (such as grouping strategies, consideration of eye level, measuring, etc.).	a. Analyze, select, and curate artifacts (such as pop culture items, heirlooms, personal collections, etc.) and/or artworks for presentation (such as in spaces in the classroom, digital presentation, on school campus, local businesses, public spaces, etc.).	a. Examine, select, and justify choices of personal artwork for a collection or portfolio presentation.	a. Analyze, select, curate, and present artwork for a specific exhibit or event; discuss the decision making process.

Anchor Standard #5 - Develop and refine artistic work for performance, presentation, and/or production

Enduring Understanding: Artists/designers, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and preservation.

Essential Questions: What does the role of revision play in creating artwork? What methods and processes are considered when preparing artwork for presentation or preservation? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
VA:PR5a-K	VA:PR5a-1	VA:PR5a-2	VA:PR5a-3	VA:PR5a-4	VA:PR5a-5	VA:PR5a-6	VA:PR5a-7	VA:PR5a-8	VA:PR5a-HSP	VA:PR5a-HSAC	VA:PR5a-HSAD
a. Explain why artists and others keep art, and what they might do to keep it safe (such as a folder, portfolio, on the wall).	a. Explain the purpose of a portfolio or collection (such as keeping artworks safe, reviewing artworks later, deciding which artworks are best, etc.).	a. Distinguish between different materials or artistic techniques for preparing artwork for presentation and preservation (such as mounted on construction paper, elevated on a base, hung from the ceiling, adding a label with name/title).	a. Identify appropriate exhibit space and prepare works of art for presentation (such as a counter space, bulletin board, display case, media center, etc.) and write an artist statement (such as a descriptive sentence).	a. Analyze the various considerations for presenting and protecting art (such as the work of indigenous peoples in archeological sites or museums, indoor or outdoor public art in various settings, other art in temporary or permanent forms both in physical or digital formats, etc.).	a. Develop a logical explanation for safe and effective use of materials and techniques for preparing and presenting artwork (such as debating or writing about the care and transportation of personal artwork, care of family heirlooms, unprotected Native American petroglyphs, etc.).	a. Individually or collaboratively, develop a visual plan (such as a mock gallery in a box, floor plan, etc.) for displaying works of art (such as analyzing exhibit space, identifying the needs of the viewer, planning for the security and protection of the artwork, etc.).	a. Based on criteria (such as visual similarities, media, unity of subject matter, etc.) analyze and evaluate methods for preparing and presenting artworks in an exhibition (such as a collection of postcard reproductions, student artwork, objects of visual culture, etc.).	a. Collaboratively prepare and present selected theme-based (such as joy, celebration, protest, environment, etc.) artwork for display, and formulate exhibition narratives (such as text panel, video introduction, docent talk, etc.) for the viewer.	a. Analyze and evaluate the reasons (such as showcasing student artwork, recording the past, provoking thought, learning about other cultures, protecting vulnerable artworks, etc.) and ways an exhibition is presented (such as examining an exhibition catalogue, visiting an online exhibition, visiting a museum, etc.).	a. Evaluate, select, and apply methods or processes appropriate to display and preserve artwork in a specific place (such as spaces in the classroom, on school campus, at local businesses, in public spaces, etc.).	a. Investigate and compare methods for preserving and protecting art (such as conserving/stabilizing, restoring/repairing, repatriating, addressing security concerns, etc.).

Anchor Standard #6 - Perform, present, and/or produce artistic work

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists/designers, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Questions: What is purpose of exhibiting art? How do collected, preserved, and presented works cultivate appreciation and understanding of beliefs, values and experiences?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
VA:PR6a-K	VA:PR6a-1	VA:PR6a-2	VA:PR6a-3	VA:PR6a-4	VA:PR6a-5	VA:PR6a-6	VA:PR6a-7	VA:PR6a-8	VA:PR6a-HSP	VA:PR6a-HSAC	VA:PR6a-HSAD
a. Explain what an art museum is; distinguish how it is different from other buildings.	a. Identify the roles and responsibilities of people who work in and visit museums and other art venues.	a. Analyze how art exhibited inside and outside of schools contributes to communities.	a. Identify and explain how (and where) different cultures record and illustrate stories and preserve history through art.	a. Compare and discuss purposes of exhibiting art in virtual museums, art museums, art galleries, community art centers, or other venues (such as school lobbies, bulletin boards, local businesses, etc.).	a. Cite evidence about how an exhibition in a museum or other venue (such as school lobby, bulletin board, local business, etc.) presents ideas and provides information about a specific concept or topic.	a. Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.	a. Analyze how different venues may affect the experience of viewing/experiencing art (preservation, security measures, location).	a. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	a. Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	a. Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.



VISUAL ARTS

ARTISTIC PROCESS RESPOND

ALASKA ARTS STANDARDS

Anchor Standard #7 - Recognize and analyze artistic work, including those from diverse cultural traditions

Enduring Understanding: Engaging in and reflecting on art supports understanding and appreciation to self, others, the natural world, and constructed environments. Art/design and images influence understanding of and responses to the world.

Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we interpret the world? What can we learn from our responses to art?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
VA:RE7a-K	VA:RE7a-1	VA:RE7a-2	VA:RE7a-3	VA:RE7a-4	VA:RE7a-5	VA:RE7a-6	VA:RE7a-7	VA:RE7a-8	VA:RE7a-HSP	VA:RE7a-HSAC	VA:RE7a-HSAD
a. Identify various types (such as drawing, painting, sculpture, architecture, etc.) of art.	a. Select and describe the subject matter of art (such as artworks that illustrate life experiences of one's self and others).	a. Use art-specific vocabulary to describe aesthetic characteristics of one's natural world and constructed environments.	a. Use art-specific vocabulary to speculate about processes (such as texture marks in clay, pasted paper in a collage, brush marks in a painting) an artist used to create a work of art.	a. Use art-specific vocabulary to compare personal responses to a work of art before and after working in similar media.	a. Use art-specific vocabulary to compare how artworks made in different cultures reflect the times and places in which they were made.	a. Use art-specific vocabulary to identify how artworks/artifacts made in different cultures reveal the lives and values of the people living at that time and place.	a. Explain how location of artworks/artifacts (eg., Tlingit masks in museums or in ceremonial sites) influence how they are perceived and valued.	a. Explain how artists' choices of visual characteristics (eg., elements and principles in European art or other culture's visual traditions) are influenced by the culture and environment in which they live.	a. Speculate and analyze ways in which art impacts people's perception and understanding of human experiences (eg., impact of Diego Rivera's political murals, Pablo Picasso's "Guernica," Jacob Lawrence's "Migration Series," etc.).	a. Use art-specific vocabulary to describe personal aesthetic responses to designed objects and constructed environments (eg., electronic devices, household appliances, shopping malls).	a. Reflect upon and analyze how responses to art develop over time based on knowledge of and experience with art and life.
VA:RE7b-K	VA:RE7b-1	VA:RE7b-2	VA:RE7b-3	VA:RE7b-4	VA:RE7b-5	VA:RE7b-6	VA:RE7b-7	VA:RE7b-8	VA:RE7b-HSP	VA:RE7b-HSAC	VA:RE7b-HSAD
b. Describe what an image represents.	b. Compare images that represent the same subject matter.	b. Compare images based on expressive properties (such as Albrecht Durer's calm "Hare," the energetic Energizer Bunny, the silly Bugs Bunny, etc.).	b. Determine and discuss messages communicated by an image (such as a deer in Native American petroglyphs, animal crossing signs, John Deere logo, etc.).	b. Analyze components (eg., elements and principles in design, visual traditions of various indigenous peoples, etc.) in imagery that convey messages.	b. Identify and analyze cultural associations suggested by visual imagery (eg., skulls and skeletons used in Day of the Dead festivals, guardian totems in Haida culture, broken chain as symbol of freedom, etc.).	b. Analyze ways that visual characteristics and cultural associations suggested by images influence ideas, emotions, and actions (eg., white is associated with European weddings and with mourning in some Asian cultures).	b. Analyze multiple ways that images influence specific audiences (flags at the opening ceremony of Olympic Games, athletic logos at sporting events).	b. Compare, contrast contexts (eg., video games, music concerts, etc.) in which viewers encounter images that influence ideas, emotions, and actions. Discuss how one's culture or environment influences these decisions.	b. Analyze how one's understanding of the world is affected by experiencing visual imagery (such as icons, logos, advertisements).	b. Evaluate effectiveness of an image(s) to influence ideas, feelings, and behaviors of specific audiences (political posters, ideal images of women, etc.).	b. Identify commonalities in visual images made in the same era or culture (eg., fashion, furniture, buildings, etc.).

Anchor Standard #8 - Interpret intent and meaning in artistic work

Enduring Understanding: People gain insights into meaning of artworks by engaging in the process of art criticism/critical inquiry.

Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does learning and using art vocabulary (i.e.. elements, principles, techniques, genres) help us understand and interpret works of art?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
VA:RE8a-K	VA:RE8a-1	VA:RE8a-2	VA:RE8a-3	VA:RE8a-4	VA:RE8a-5	VA:RE8a-6	VA:RE8a-7	VA:RE8a-8	VA:RE8a-HSP	VA:RE8a-HSAC	VA:RE8a-HSAD
a. Interpret art by identifying subject matter and describing relevant details.	a. Interpret art by categorizing subject matter and identifying elements and basic principles.	a. Interpret art by identifying the mood suggested by a work of art by describing relevant subject matter, elements, and principles.	a. Interpret art by referring to contextual information (eg., artist's life, times) and analyzing relevant subject matter, elements, principles, and use of media.	a. Interpret art by referring to contextual information and by analyzing relevant subject matter, use of media, elements and principles, and/or artistic norms of culture within which the artwork is made.	a. Distinguish between relevant and non-relevant contextual information (eg., artist's life and times) to support interpretation of the mood, message, or meaning of that artwork.	a. Interpret art by analyzing elements and principles of design, visual characteristics of diverse cultures, and other visual characteristics, contextual information (eg., artist's life, times), subject matter, and use of media to identify ideas and mood.	a. Cite specific evidence from an artwork (eg., subject matter, media, elements and principles of design, artistic norms of diverse cultures, social issues in contemporary art, etc.) and relevant evidence from context (eg., artist's life and times) to support an interpretation of mood, message or meaning of that artwork.	a. Interpret art: Create a convincing, logical discussion to support an evaluation of art by citing both evidence visible in the artwork (primary source) and published verbal information about artwork or about the artist who made it.	a. Interpret an artwork or collection of works, supported by relevant and sufficient evidence (eg., subject matter, media, elements and principles of design, artistic norms of diverse cultures, social issues in contemporary art, etc.) found in the work and its various contexts (artists' life and times, for example).	a. Construct persuasive interpretation of an artwork or collection informed by perspective of an art specialist(s) (eg., art historians, art critics, curators, reviewers, other artists).	a. Analyze differing interpretations of an artwork or collecting of works in order to select and defend a plausible critical analysis. Defend a plausible interpretation of an artwork in comparison to the artist's stated intention for that artwork.

Anchor Standard #9 - Apply criteria to evaluate artistic work

Enduring Understanding: People evaluate art based on varied criteria.

Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How can people appreciate and respect a work of art aside from personal preference? How does collaboratively reflecting on artwork help us experience it more completely?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
VA:RE9a-K	VA:RE9a-1	VA:RE9a-2	VA:RE9a-3	VA:RE9a-4	VA:RE9a-5	VA:RE9a-6	VA:RE9a-7	VA:RE9a-8	VA:RE9a-HSP	VA:RE9a-HSAC	VA:RE9a-HSAD
a. Explain reasons for selecting a preferred artwork.	a. Classify artwork based on different reasons for preferences (favorite color, favorite subject, etc.).	a. Use art-specific vocabulary to express preferences about artwork.	a. Distinguish one's preference for an artwork from one's evaluation of that artwork. ("I like it," is a preference while "It is good because..." is an evaluation).	a. Evaluate an artwork based on given criteria (such as realism, usefulness, expressiveness, formal excellence, craftsmanship, etc.).	a. Recognize differences in criteria used to evaluate works of art depending on styles (eg., Cubist, Anasazi, Aleut, etc.), genres (eg., portrait, still life, landscape, etc.), and media.	a. Develop apply relevant historical and cultural criteria (eg., canon of proportions for ancient Greek art, etc.) to evaluate a work of art.	a. Compare, explain difference between an evaluation of an artwork based on articulated personal criteria and an evaluation based on a set of criteria established by art specialists (curators, art historians, critics, reviewers, other artists).	a. Create a convincing, logical argument to support an evaluation of art by citing both primary and secondary sources.	a. Establish relevant criteria - as distinct from personal preference - to evaluate a work of art or collection of works.	a. Determine relevance of criteria used by others (eg., general public compared to art specialists) to evaluate a work of art or collection of works.	a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.



VISUAL ARTS

ARTISTIC PROCESS CONNECT

ALASKA ARTS STANDARDS

Anchor Standard #10 - Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts

Enduring Understanding: Participation in the arts encourages people to connect experiences to construct meaning.

Essential Question: How does participating in and with art enrich people's lives and raise awareness of community and environment?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
VA:CN10a-K	VA:CN10a-1	VA:CN10a-2	VA:CN10a-3	VA:CN10a-4	VA:CN10a-5	VA:CN10a-6	VA:CN10a-7	VA:CN10a-8	VA:CN10a-HSP	VA:CN10a-HSAC	VA:CN10a-HSAD
C. D 1-6 Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.									C.E. Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.		
a. Create art that tells a story about a personal or cultural experience.	a. Identify times, places, and reasons students make art (school, home, community, play).	a. Create works of art about events in home, school, cultural or community life.	a. Develop a work of art based on observations of environmental surroundings.	a. Create a work of art that reflects community or cultural traditions.	a. Create a work of art that reflects or is inspired by the natural and/or man-made environment from a new perspective.	a. Generate a collection of ideas reflecting current interests, concerns that could be investigated in art making.	a. Make art inspired by a local, cultural, or community artist.	a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.	a. Document process of emerging ideas that reflect group concerns from early stages to fully developed ideas.	a. Utilize inquiry methods of observation, research, experimentation to explore community, environmental, cultural and social concerns through art making.	a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Enduring Understanding: People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.

Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art influence, enhance, and preserve aspects of life?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
VA:CN11a-K	VA:CN11a-1	VA:CN11a-2	VA:CN11a-3	VA:CN11a-4	VA:CN11a-5	VA:CN11a-6	VA:CN11a-7	VA:CN11a-8	VA:CN11a-HSP	VA:CN11a-HSAC	VA:CN11a-HSAD
C.E. 1-8 Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.											
a. Identify a purpose for an artwork.	a. Identify a variety of reasons why people from different places and time periods make art (such as to express themselves, to tell a story, to make things look beautiful, to remember special people and events, etc.).	a. Compare cultural uses (such as honoring people, remembering events, etc.) of artwork from different time periods and places.	a. Recognize that responses to art change depending on knowledge of the time and place in which it was made (eg., compare initial responses to ones formed after study of context).	a. Through observation, infer information about time, place, culture in which a work of art was created (examine genre scenes, cultural references, portraits from different eras, etc.).	a. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society (eg., how community murals can reflect concerns of a neighborhood, how an advertising image can be persuasive in terms of a social issue etc.).	a. Analyze how art reflects changing times, traditions, resources, and cultural uses (such as a comparison of an Egyptian tomb fresco, and Tlingit totems and masks).	a. Analyze how response to art is influenced by understanding of the time and place in which it was created, the available resources, (eg., American folk portraits made for everyday people before invention of the photographic process, or Stonehenge being built with massive stones from far away; and cultural uses such as expressing religious concerns, promoting political points of view, showcasing economic status, celebrating cultural traditions, etc.).	a. Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity (eg., examining art related to musical groups, sports teams, special-interest clubs, cultural connections).	a. Describe how knowledge of culture, traditions, and history may influence personal responses to art (eg., comparing initial response to artwork at beginning of a course and periodically throughout the course to identify changes in perception after study of context).	a. Compare and connect contemporary and/or local art through the context of society, culture and history.	a. Appraise impact of an artist or a group of artists on the beliefs, values, and behaviors of a society (such as Chinese propaganda art, Moses Wassillie' Yupik carvings-eye of the universe, army recruitment poster, Kathe Kollwitz woodcuts, Cesar Chavez's eagle symbol for the United Farm Workers).

According to the Alaska Department of Education & Early Development, "The content standards stipulate what students should know and be able to do; the cultural standards provide guidance on how to engage students in learning through the local culture. It is intended that all forms of knowledge, ways of knowing and world views be recognized as equally valid, adaptable and complementary to one another in mutually beneficial ways." The Alaska Standards for Culturally Responsive Schools outlines the Cultural Standards for Students, which aligns with the artistic process of Connecting. In the Alaska Arts Performance Standards for each discipline, the cultural standards for students is embedded under the artistic process of Connecting: relating artistic ideas and work with personal meaning and external context.



MEDIA ARTS

ARTISTIC PROCESS CREATE

ALASKA ARTS STANDARDS

Anchor Standard #1 - Generate, conceptualize artistic ideas and work

Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

K-2nd			3rd-5th			6th-8th			High School		
MA:CR1a-K	MA:CR1a-1	MA:CR1a-2	MA:CR1a-3	MA:CR1a-4	MA:CR1a-5	MA:CR1a-6	MA:CR1a-7	MA:CR1a-8	MA:CR1a-HSP	MA:CR1a-HSAC	MA:CR1a-HSAD
a. Discover and share ideas for media artworks using play and experimentation.	a. Express and share ideas for media artworks through sketching and modeling.	a. Discover multiple ideas for media artworks through brainstorming and improvising.	a. Develop multiple ideas for media artworks using variety of tools, methods, materials.	a. Generate original artistic goals for media artworks using variety of creative methods (e.g., brainstorming, modeling).	a. Envision original ideas, innovations for media artworks using personal experiences and/or work of others.	a. Formulate variations of goals and solutions for media artworks by practicing chosen creative processes (e.g., sketching, improvising, brainstorming).	a. Produce variety of ideas, solutions for media artworks through application of chosen inventive processes (e.g., concept modeling, prototyping).	a. Generate ideas, goals, solutions for original media artworks by applying focused creative processes (e.g., divergent thinking, experimenting).	a. Use identified generative methods to formulate multiple ideas, develop artistic goals, problem solve in media arts creation processes.	a. Strategically use generative methods to formulate multiple ideas, refine artistic goals, increase originality of approaches in media arts creation processes.	a. Integrate aesthetic principles with variety of generative methods to fluently form original ideas, solutions, innovations in media arts creation processes.

Anchor Standard #2 - Organize and develop artistic ideas and work

Enduring Understanding: Media artists plan, organize, and often collaborate on the development of creative ideas, plans, and models into process structures that can effectively realize artistic ideas and concepts.

Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

K-2nd			3rd-5th			6th-8th			High School		
MA:CR2a-K	MA:CR2a-1	MA:CR2a-2	MA:CR2a-3	MA:CR2a-4	MA:CR2a-5	MA:CR2a-6	MA:CR2a-7	MA:CR2a-8	MA:CR2a-HSP	MA:CR2a-HSAC	MA:CR2a-HSAD
a. With guidance, use ideas to form plans or models for media arts productions.	a. With guidance, use identified ideas to form plans and models for media arts productions.	a. Choose ideas to create plans, models for media arts productions.	a. Form, share, test ideas, plans, and models to prepare for media arts productions.	a. Discuss, test, assemble ideas, plans, models for media arts productions, considering artistic goals and presentation.	Develop, present, test ideas, plans, models, proposals for media arts productions, considering artistic goals and audience.	a. Organize, propose, evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.	a. Design, propose, evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.	a. Structure and critique ideas, plans, prototypes, production processes for media arts productions, considering intent, resources, and presentation context.	a. Apply aesthetic criteria in developing, proposing, refining artistic ideas, plans, prototypes, production processes for media arts productions, considering original inspirations, goals, presentation context.	a. Apply personal aesthetic in designing, testing, refining original artistic ideas, prototypes, production strategies for media arts productions, considering artistic intentions, constraints of resources, presentation context.	a. Integrate sophisticated personal aesthetic & knowledge of systems processes in forming, testing, proposing original artistic ideas, prototypes, production frameworks, considering constraints of goals, resources, personal limitations.

Anchor Standard #3 - Refine and complete artistic work

Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

Essential Question: What is required to produce media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work? What careers are available to media artists?

K-2nd			3rd-5th			6th-8th			High School		
MA:CR3a-K	MA:CR3a-1	MA:CR3a-2	MA:CR3a-3	MA:CR3a-4	MA:CR3a-5	MA:CR3a-6	MA:CR3a-7	MA:CR3a-8	MA:CR3a-HSP	MA:CR3a-HSAC	MA:CR3a-HSAD
a. Form and capture media arts content.	a. Create, capture, assemble media arts content for media arts productions, identifying basic principles (e.g., pattern, repetition).	a. Construct assemble content, for unified media arts productions, identifying and applying basic principles (e.g., positioning, attention).	a. Construct, order various content into unified, purposeful media arts productions, describing and applying defined set of principles (e.g., movement, force).	a. Structure, arrange various content and components, convey purpose/meaning in different media arts productions, applying associated principles (e.g., balance, contrast).	a. Create content, combine components to convey expression, purpose, meaning in variety of media arts productions, using associated principles (e.g., emphasis, exaggeration).	a. Experiment with multiple approaches to produce content and components for determined purpose/meaning in media arts productions, using range of associated principles (e.g., point of view, perspective).	a. Coordinate production processes to integrate content and components for determined purpose/meaning in media arts productions, demonstrating understanding of associated principles (e.g., narrative structures, composition).	a. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles (e.g., theme, unity).	a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content, stylistic conventions in media arts productions, demonstrating understanding of associated principles (e.g., emphasis, tone).	a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content, stylistic conventions in media arts production, demonstrating understanding of associated principles (e.g., continuity, juxtaposition).	a. Synthesize content, processes, components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles (e.g., hybridization).
b. Make changes to content, form, or presentation of media artworks and share results.	b. Practice and identify effects of making changes to content, form, or presentation, in order to refine, finish media artworks.	b. Test describe expressive effects in altering, refining, completing media artworks.	b. Practice, analyze how emphasis of elements alters effect and purpose in refining and completing media artworks.	b. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.	b. Determine how elements, components can be altered for clear communication and intentional effects; refine media artworks to improve clarity and purpose.	b. Appraise how elements, components can be altered for intentional effects and audience; refine media artworks to reflect purpose and audience.	b. Improve, refine media artworks by intentionally emphasizing particular expressive elements to reflect understanding of purpose, audience, or place.	b. Refine, modify media artworks, improving technical quality and intentionally accentuating selected expressive, stylistic elements, to reflect an understanding of purpose, audience, or place.	b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.	b. Refine, elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences, contexts.	b. Intentionally and consistently refine, elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, contexts.



MEDIA ARTS

ARTISTIC PROCESS PRESENT

ALASKA ARTS STANDARDS

Anchor Standard #4 - Select analyze, and interpret artistic work for performance, presentation and/or production

Enduring Understanding: Media artists integrate various forms and content to develop complex, unified artworks.

Essential Questions: How are complex media arts experiences constructed? How does a media artist align form and content to create meaning?

K-2nd			3rd-5th			6th-8th			High School		
MA:PR4a-K	MA:PR4a-1	MA:PR4a-2	MA:PR4a-3	MA:PR4a-4	MA:PR4a-5	MA:PR4a-6	MA:PR4a-7	MA:PR4a-8	MA:PR4a-HSP	MA:PR4a-HSAC	MA:PR4a-HSAD
a. With guidance, combine arts forms and media content (e.g., dance, video) to form media artworks.	a. Combine varied academic, arts, media content in media artworks (e.g., illustrated story).	a. Practice combining varied academic, arts, media content into unified media artworks (e.g., narrated science animation).	a. Practice combining varied academic, arts, media forms and content into unified media artworks (e.g., animation, music, dance).	a. Demonstrate how a variety of academic, arts, media forms and content may be mixed/coordinated into media artworks (e.g., narrative, dance, media).	a. Create media artworks through integration of multiple contents and forms (e.g., media broadcast).	a. Validate how integrating multiple contents and forms can support a central idea in a media artwork (e.g., media, narratives, performance).	a. Integrate multiple contents, forms into unified media arts productions that convey consistent perspectives and narratives (e.g., interactive video game).	a. Integrate multiple contents, forms into unified media arts productions that convey specific themes or ideas (e.g., interdisciplinary projects, multimedia theatre).	a. Integrate various arts, media arts forms, content into unified media arts productions, considering reaction and interaction of the audience (e.g., experiential design).	a. Integrate various arts, media arts forms, academic content into unified media arts productions that retain thematic integrity and stylistic continuity, (e.g., transmedia productions).	a. Synthesize various arts, media arts forms, academic content into unified media arts productions that retain artistic fidelity across platforms (e.g., transdisciplinary productions).

Anchor Standard #5 - Develop and refine artistic work for performance, presentation, and/or production

Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

Essential Questions: What skills are required for creating effective media artworks? How do you improve media arts skills? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

K-2nd			3rd-5th			6th-8th			High School		
MA:PR5a-K	MA:PR5a-1	MA:PR5a-2	MA:PR5a-3	MA:PR5a-4	MA:PR5a-5	MA:PR5a-6	MA:PR5a-7	MA:PR5a-8	MA:PR5a-HSP	MA:PR5a-HSAC	MA:PR5a-HSAD
a. Identify, demonstrate basic skills (e.g., handling tools, making choices, cooperating in creating media artworks).	a. Describe, demonstrate various artistic skills and roles (e.g., technical steps, planning, collaborating in media arts productions).	a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, soft skills (e.g., tool use, collaboration in media arts productions).	a. Exhibit developing ability in a variety of artistic, design, technical, organizational roles (e.g., making compositional decisions, manipulating tools, group planning in media arts productions).	a. Enact identified roles to practice foundational artistic, design, technical, and soft skills (e.g., formal technique, equipment usage, production, collaboration in media arts productions).	a. Enact various roles to practice fundamental ability in artistic, design, technical, soft skills (e.g., formal technique, production, collaboration in media arts productions).	a. Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks (e.g., invention, formal technique, production, self-initiative, problem-solving).	a. Exhibit increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks (e.g., creative problem-solving, organizing).	a. Demonstrate a defined range of artistic, design, technical, soft skills, through performing specified roles in producing media artworks (e.g., strategizing, collaborative communication).	a. Demonstrate progression in artistic, design, technical, soft skills, as result of selecting and fulfilling specified roles in the production of a variety of media artworks.	a. Demonstrate effective command of artistic, design, technical, soft skills in managing and producing media artworks.	a. Employ masterful artistic, design, technical, soft skills in managing and producing media artworks.
MA:PR5b-K	MA:PR5b-1	MA:PR5b-2	MA:PR5b-3	MA:PR5b-4	MA:PR5b-5	MA:PR5b-6	MA:PR5b-7	MA:PR5b-8	MA:PR5b-HSP	MA:PR5b-HSAC	MA:PR5b-HSAD
b. Identify, demonstrate creative skills within media arts productions (e.g., performing).	b. Describe, demonstrate basic creative skills within media arts productions (e.g., varying techniques).	b. Demonstrate use of experimentation skills within and through media arts productions (e.g., playful practice, trial and error).	b. Exhibit basic creative skills to invent new content and solutions within and through media arts productions.	b. Practice foundational innovative abilities in addressing problems within and through media arts productions (e.g., design thinking).	b. Practice fundamental creative, innovative abilities in addressing problems within and through media arts productions (e.g., expanding conventions).	b. Develop variety of creative, adaptive innovation abilities in developing solutions within and through media arts productions (e.g., testing constraints).	b. Exhibit increasing set of creative, adaptive innovation abilities in developing solutions within and through media arts productions (e.g., testing constraints).	b. Demonstrate defined range of creative, adaptive innovation abilities in developing new solutions for identified problems within and through media arts productions (e.g., divergent solutions, bending conventions).	b. Develop, refine a determined range of creative and adaptive innovation abilities, e.g. design thinking, risk taking, while addressing identified challenges and constraints in and through media arts productions.	b. Demonstrate effective ability in creative, adaptive innovation abilities (e.g., resisting closure) to address sophisticated challenges within and through media arts productions.	b. Fluently employ mastered creative, innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.
MA:PR5c-K	MA:PR5c-1	MA:PR5c-2	MA:PR5c-3	MA:PR5c-4	MA:PR5c-5	MA:PR5c-6	MA:PR5c-7	MA:PR5c-8	MA:PR5c-HSP	MA:PR5c-HSAC	MA:PR5c-HSAD
c. Practice, discover, share how media arts creation tools work.	c. Experiment with, share different ways to use tools and techniques to construct media artworks.	c. Demonstrate, explore identified methods to use tools to capture and form media artworks.	c. Exhibit standard use of tools and techniques while constructing media artworks.	c. Demonstrate use of tools, techniques in standard and novel ways while constructing media artworks.	c. Examine how tools, techniques could be used in standard, experimental ways in constructing media artworks.	c. Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.	c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve assigned purpose in constructing media artworks.	c. Demonstrate adaptability using tools, techniques, content in standard and experimental ways to communicate intent in production of media artworks.	c. Demonstrate adaptation, innovation through combination of tools, techniques, content in standard and experimental ways, to communicate intent in production of media artworks.	c. Demonstrate skillful adaptation and combination of tools, styles, techniques and interactivity to achieve specific expressive goals in production of variety of media artworks.	c. Independently use and adapt tools, styles, systems in standard, innovative, and experimental ways in production of complex media artworks.

Anchor Standard #6 - Convey meaning through the performance, presentation and/or production of artistic work

Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts and audiences.

Essential Questions: How does time, place, audience, and context affect presenting choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

K-2nd			3rd-5th			6th-8th			High School		
MA:PR6a-K	MA:PR6a-1	MA:PR6a-2	MA:PR6a-3	MA:PR6a-4	MA:PR6a-5	MA:PR6a-6	MA:PR6a-7	MA:PR6a-8	MA:PR6a-HSP	MA:PR6a-HSAC	MA:PR6a-HSAD
a. With guidance, identify, share roles and the situation in presenting media artworks.	a. With guidance, discuss presentation and perform a task in presenting media artworks.	a. Identify, describe presentation conditions and perform task(s) in presenting media artworks.	a. Identify, describe presentation conditions, and take on roles in presenting or distributing media artworks.	a. Explain presentation conditions; fulfill role and processes in presenting or distributing media artworks.	a. Compare qualities, purposes of presentation formats, fulfill a role and associated processes in presentation and/or distribution of media artworks.	a. Analyze various presentation formats; fulfill various tasks and defined processes in presentation and/or distribution of media artworks.	a. Evaluate various presentation formats in order to fulfill various tasks and defined processes in presentation and/or distribution of media artworks.	a. Design presentation and distribution of media artworks through multiple formats and/or contexts.	a. Design presentation and distribution of collections of media artworks, considering combinations of artworks, formats, diverse audiences.	a. Curate, design presentation and distribution of collections of media artworks through variety of contexts (e.g., mass audiences, physical and virtual channels).	a. Curate, design, promote presentation and distribution of media artworks for intentional impacts, through a variety of contexts (e.g., markets and venues)
MA:PR6b-K	MA:PR6b-1	MA:PR6b-2	MA:PR6b-3	MA:PR6b-4	MA:PR6b-5	MA:PR6b-6	MA:PR6b-7	MA:PR6b-8	MA:PR6b-HSP	MA:PR6b-HSAC	MA:PR6b-HSAD
b. With guidance, identify, share reactions to presentation of media artworks.	b. With guidance, discuss experience of presenting media artworks.	b. Identify, describe experience and share results of presenting media artworks.	b. Identify, describe experience, results, improvements for presenting media artworks.	a. Explain results of and improvements for presenting media artworks.	a. Compare results of, improvements for presenting media artworks.	b. Analyze results of, improvements for presenting media artworks.	a. Evaluate results of, improvements for presenting media artworks, considering impacts on personal growth.	b. Evaluate results of, and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.	b. Evaluate, implement improvements in presenting media artworks, considering personal, local, social, cultural impacts (e.g., benefits for self and others).	b. Evaluate, implement improvements in presenting media artworks, considering personal, local, social, cultural impacts (e.g., changes that occurred for people, to a situation).	b. Independently evaluate, compare, integrate improvements in presenting media artworks, considering personal to global impacts (e.g., new understandings gained by artist and audience)



MEDIA ARTS | ARTISTIC PROCESS RESPOND

ALASKA ARTS STANDARDS

Anchor Standard #7 - Recognize and analyze artistic work, including those from diverse cultural traditions

Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

Essential Question: How do media artworks convey meaning and impact audience experience?

K-2nd			3rd-5th			6th-8th			High School		
MA:RE7a-K	MA:RE7a-1	MA:RE7a-2	MA:RE7a-3	MA:RE7a-4	MA:RE7a-5	MA:RE7a-6	MA:RE7a-7	MA:RE7a-8	MA:RE7a-HSP	MA:RE7a-HSAC	MA:RE7a-HSAD
a. Recognize, share components and messages in media artworks.	a. Identify components and messages in media artworks.	a. Identify, describe components and messages in media artworks.	a. Identify, describe how messages are created by components in media artworks.	a. Identify, describe, explain how messages are created by components in media artworks.	a. Identify, describe, differentiate how message and meaning are created by components in media artworks.	a. Identify, describe, analyze how message and meaning are created by components in media artworks.	a. Describe, compare, analyze qualities of and relationships between components in media artworks.	a. Compare, contrast, analyze qualities of and relationships between components and style in media artworks.	a. Analyze qualities of and relationships between components, style, preferences communicated by media artworks and media artists.	a. Analyze, synthesize qualities and relationships of components in variety of media artworks, and feedback on how they impact diverse audiences.	a. Analyze, synthesize qualities and relationships of components and audience impact in variety of media artworks.
b. Recognize, share how variety of media artworks create different experiences.	b. With guidance, identify how variety of media artworks create different experiences.	b. Identify, describe how variety of media artworks create different experiences.	b. Identify, describe how various forms, methods, styles in media artworks impact audience experience.	b. Identify, describe, explain how various forms, methods, styles in media artworks impact diverse audience experiences.	b. Identify, describe, differentiate how various forms, methods, styles in media artworks impact audience experience.	b. Identify, describe, analyze how various forms, methods, styles in media artworks impact diverse audience experiences.	b. Describe, compare, analyze how various forms, methods, styles in media artworks interact with personal preferences to influence diverse audience experiences.	b. Compare, contrast, analyze how various forms, methods, styles in media artworks impact audience experience and create intention.	b. Analyze how variety of media artworks manage audience experience and create intention through multimodal perception.	b. Analyze how broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception.	b. Survey exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.

Anchor Standard #8 - Interpret intent and meaning in artistic work

Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

Essential Question: How do people interpret and respond to media artworks?

K-2nd			3rd-5th			6th-8th			High School		
MA:RE8a-K	MA:RE8a-1	MA:RE8a-2	MA:RE8a-3	MA:RE8a-4	MA:RE8a-5	MA:RE8a-6	MA:RE8a-7	MA:RE8a-8	MA:RE8a-HSP	MA:RE8a-HSAC	MA:RE8a-HSAD
a. With guidance, share observations regarding variety of media artworks.	a. With guidance, identify meanings of variety of media artworks.	a. Determine purposes and meanings of media artworks, considering different contexts.	a. Determine purposes and meanings of media artworks while describing contexts.	a. Determine, explain reactions and interpretations to variety of media artworks, considering purposes and contexts.	a. Determine, compare personal and group interpretations of variety of media artworks, considering intention and context.	a. Analyze intent of variety of media artworks, using given criteria.	a. Analyze intent, meaning of variety of media artworks, using self-developed criteria.	a. Analyze intent, meaning of variety of media artworks, focusing on intentions, forms, various contexts.	a. Analyze intent, meanings, reception of variety of media artworks, focusing on personal and cultural contexts.	a. Analyze intent, meanings, influence of variety of media artworks, based on personal, societal, historical, cultural contexts.	a. Analyze intent, meanings, impacts of diverse media artworks, considering complex factors of context and bias

Anchor Standard #9 - Apply criteria to evaluate artistic work

Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

Essential Questions: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

K-2nd			3rd-5th			6th-8th			High School		
MA:RE9a-K	MA:RE9a-1	MA:RE9a-2	MA:RE9a-3	MA:RE9a-4	MA:RE9a-5	MA:RE9a-6	MA:RE9a-7	MA:RE9a-8	MA:RE9a-HSP	MA:RE9a-HSAC	MA:RE9a-HSAD
a. Share appealing qualities, possible changes in media artworks.	a. Identify effective parts of and possible changes to media artworks, considering viewers.	a. Discuss effectiveness of and improvements for media artworks, considering different contexts.	a. Identify basic criteria for evaluating media artworks, considering possible improvements and contexts.	a. Identify, apply basic criteria for evaluating and improving media artworks and production processes, considering contexts.	a. Determine, apply criteria for evaluating media artworks and production processes, considering contexts; practice constructive feedback.	a. Determine, apply specific criteria to evaluate various media artworks and production processes, considering contexts; practice constructive feedback.	a. Develop, apply criteria to evaluate various media artworks and production processes, considering contexts; practice constructive feedback.	a. Evaluate media art works and production processes with developed criteria, considering contexts and artistic goals.	a. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering contexts and artistic goals.	a. Form, apply defensible evaluations in constructive and systematic critique of media artworks and production processes.	a. Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors



MEDIA ARTS

ARTISTIC PROCESS CONNECT

ALASKA ARTS STANDARDS

Anchor Standard #10 - Relate, synthesize and express both knowledge and personal experiences as a way to participate in the arts

Enduring Understanding: Media artworks convey meaning and expand cultural experiences.

Essential Questions: How do we learn about and create meaning through producing media artworks? How can media arts expand the understanding of culture for the artist and viewer?

K-2nd			3rd-5th			6th-8th			High School		
MA:CO10a-K	MA:CO10a-1	MA:CO10a-2	MA:CO10a-3	MA:CO10a-4	MA:CO10a-5	MA:CO10a-6	MA:CO10a-7	MA:CO10a-8	MA:CO10a-HSP	MA:CO10a-HSAC	MA:CO10a-HSAD
C.A. 1-8 Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.									C.B. 1-4 Culturally-knowledgeable students are able to build on the knowledge and skills of the of the local cultural community as a foundation from which to achieve personal and academic success throughout life.		
a. Use personal experiences and choices in making media artworks.	a. Use personal experiences, interests, models in creating media artworks.	a. Use personal experiences, interests, information, models in creating media artworks.	a. Use personal, external resources (e.g., interests, information, models) to create media artworks.	a. Examine, use personal and external resources (e.g., interests, research, cultural experiences) to create media artworks.	a. Access, use internal and external resources (e.g., interests, knowledge, experiences) to create media artworks.	a. Access, evaluate, use internal and external resources (e.g., knowledge, experiences, interests, research) to create media artworks.	a. Access, evaluate use internal, external resources (e.g., experiences, interests, research, exemplary works) to inform creation of media artworks.	a. Access, evaluate, use internal, external resources (e.g., cultural, societal knowledge, research, exemplary works) to inform creation of media artworks.	a. Access, evaluate, integrate personal, external resources to inform creation of original media artworks, e.g., experiences, interests, cultural knowledge.	a. Synthesize internal, external resources to enhance creation of persuasive media artworks (e.g., cultural connections, introspection, research, exemplary works).	a. Independently and proactively access relevant and qualitative resources to inform creation of cogent media artworks.
MA:CO10b-K	MA:CO10b-1	MA:CO10b-2	MA:CO10b-3	MA:CO10b-4	MA:CO10b-5	MA:CO10b-6	MA:CO10b-7	MA:CO10b-8	MA:CO10b-HSP	MA:CO10b-HSAC	MA:CO10b-HSAD
C.B. 1-8. Culturally-knowledgeable students are able to build on the knowledge and skills of the of the local cultural community as a foundation from which to achieve personal and academic success throughout life.									C.C. 1-4 Culturally-knowledgeable students are able to actively participate in various cultural environments.		
b. Share memorable experiences of media artworks.	b. Share meaningful experiences of media artworks.	b. Discuss experiences of media artworks; describe meaning and purpose.	b. Identify, show how media artworks form meanings, situations, and/or culture (e.g., popular media).	b. Examine, show how media artworks form meanings, situations, cultural experiences (e.g., online spaces).	b. Examine, show how media artworks form meanings, situations, cultural experiences (e.g., news and cultural events).	b. Explain, show how media artworks form new meanings, situations, cultural experiences (e.g., historical events).	b. Explain, show how media artworks form new meanings and knowledge, situations, and cultural experiences (e.g., new information).	b. Explain, demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., local and global events).	b. Explain, demonstrate use of media artworks to expand meaning and knowledge, and create cultural experiences (e.g., learning/sharing through online environments).	b. Explain, demonstrate use of media artworks to synthesize new meaning and knowledge, reflect and form cultural experiences (e.g., new connections between themes and ideas, local and global networks).	b. Demonstrate, expound on use of media artworks to amplify new meanings, knowledge, impactful cultural experiences.

Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding and relevancy

Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

Essential Questions: How do media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

K-2nd			3rd-5th			6th-8th			High School		
MA:CO11a-k	MA:CO11a-1	MA:CO11a-2	MA:CO11a-3	MA:CO11a-4	MA:CO11a-5	MA:CO11a-6	MA:CO11a-7	MA:CO11a-8	MA:CO11a-HSP	MA:CO11a-HSAC	MA:CO11a-HSAD
C.C.1-4 Culturally-knowledgeable students are able to actively participate in various cultural environments									C.D. 1-6 Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.		
a. With guidance, share ideas about how media artworks relate to everyday life (e.g., daily activities).	a. Discuss, describe media artworks in everyday life (e.g., popular media, connections with family and friends).	a. Discuss how media artworks and ideas relate to everyday and cultural life (e.g., media messages, media environments).	a. Identify how media artworks, ideas relate to everyday and cultural life and can influence values and online behavior.	a. Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday and cultural life (e.g., fantasy and reality).	Research and show how media artworks and ideas relate to personal, social, community life, (e.g., commercial and information purposes, history, and ethics).	a. Research, show how media artworks and ideas relate to personal, social, community, cultural situations (e.g., personal identity, history, entertainment).	a. Research, demonstrate how media artworks and ideas relate to various situations, purposes values (e.g., community, vocations, social media).	a. Demonstrate, explain how media artworks and ideas relate to various contexts, purposes, values (e.g., democracy, environment, connecting people and places).	a. Demonstrate, explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).	a. Examine in depth and then demonstrate relationships of media arts ideas and works to various contexts, purposes, values (e.g., markets, systems, propaganda, truth).	a. Demonstrate relationships of media arts ideas and works to personal and global contexts, purposes, values, through relevant and impactful media artworks.
MA:CO11b-k	MA:CO11b-1	MA:CO11b-2	MA:CO11b-3	MA:CO11b-4	MA:CO11b-5	MA:CO11b-6	MA:CO11b-7	MA:CO11b-8	MA:CO11b-HSP	MA:CO11b-HSAC	MA:CO11b-HSAD
C.D. 1-8. Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.									C.E. 1-8 Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them..		
b. With guidance, interact safely and appropriately with media arts tools and environments.	b. Interact appropriately with media arts tools and environments, considering safety, rules, fairness.	b. Interact appropriately with media arts tools and environments, considering safety, rules, fairness.	b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, fairness.	b. Examine, interact appropriately with media arts tools and environments, considering ethics, rules, fairness.	Examine, discuss interact appropriately with media arts tools and environments, considering ethics, rules, media literacy.	a. Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, media literacy.	b. Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, social media.	b. Analyze and responsibly interact with legal and technological contexts of media arts tools and environments, considering ethics, media literacy, social media, virtual worlds.	b. Critically evaluate and effectively interact with legal, technological and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, digital identity.	b. Critically investigate and ethically interact with legal, technological, systemic, vocational contexts of media arts, considering ethics, media literacy, digital identity, artist/ audience interactivity.	b. Critically investigate and strategically interact with legal, technological, systemic, vocational contexts of media arts.

According to the Alaska Department of Education & Early Development, "The content standards stipulate what students should know and be able to do; the cultural standards provide guidance on how to engage students in learning through the local culture. It is intended that all forms of knowledge, ways of knowing and world views be recognized as equally valid, adaptable and complementary to one another in mutually beneficial ways." The Alaska Standards for Culturally Responsive Schools outlines the Cultural Standards for Students, which aligns with the artistic process of Connecting. In the Alaska Arts Performance Standards for each discipline, the cultural standards for students is embedded under the artistic process of Connecting: relating artistic ideas and work with personal meaning and external context.