

# Nebraska K-12 Fine Arts Standards: Media Arts

(Adopted March 4, 2014)

6-8 Media Arts: Students will develop knowledge and skills of current and emerging processes, techniques, and applications used in the creation of media arts as a means of expressing human experience.	
Grades 6-8	
<b>Create</b>	<b>FA 8.1.1 Students will utilize processes, techniques, and application through the creation of media arts.</b>
	FA 8.1.1.a Identify artistic challenges that exist in the process of creating media arts and discover ways to implement possible solutions.
	FA 8.1.1.b Expand media arts vocabulary along with elements and principles of design in the creative process.
	FA 8.1.1.c Utilize available tools, techniques, and conventions in the creation of media arts.
	FA 8.1.1.d Demonstrate understanding of, and respect for, the accepted procedures regarding the responsible care of media arts equipment and materials.
<b>Present</b>	<b>FA 8.1.2 Students will communicate an idea/message by presenting their work in media arts.</b>
	FA 8.1.2.a Contribute, communicate, and edit in collaborative work, independent work, and/or or performance environment.
	FA 8.1.2.b Combine components of media arts to improve overall quality (e.g., tone, mood, feeling, character).
	FA 8.1.2.c Utilize audience impact and response in the revision of work and planning for later work.
	FA 8.1.2.d Expand opportunities for others (e.g., audience, school, community) to actively engage in the media arts (e.g., social media <i>(glossary)</i> , videos, online <i>(glossary)</i> gallery).
<b>Respond</b>	<b>FA 8.1.3 Students will develop ability to analyze, interpret, and evaluate work produced in media arts.</b>
	FA 8.1.3.a Describe the qualities and relationships of the components in media arts as related to collective personal experiences.
	FA 8.1.3.b Analyze multiple perspectives, key components, and relationships in media arts.
	FA 8.1.3.c Interpret and evaluate possible meanings or points of view of media arts (e.g., intention, form, context).
<b>Connect</b>	<b>FA 8.1.4 Students will examine personal, cultural, historical, and cross-disciplinary connections through media arts.</b>
	FA 8.1.4.a Demonstrate use of media arts to address social, cultural, or societal issues (e.g., advertising <i>(glossary)</i> , social media <i>(glossary)</i> , public service announcements <i>(glossary)</i> ).
	FA 8.1.4.b Demonstrate and describe the impact of digital citizenship <i>(glossary)</i> (e.g., copyright, plagiarism, citations, validating resources <i>(glossary)</i> ).
	FA 8.1.4.c Identify and incorporate personal or collective experiences, perspectives, and ideas of others through media arts.
	FA 8.1.4.d Examine careers in media arts and lifelong learning opportunities.

# Nebraska K-12 Fine Arts Standards: Visual Arts

(Adopted March 4, 2014)

6-8 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, present, respond to, and connect art with the human experience.	
	<b>Grades 6-8</b>
<b>Create - Art to generate ideas</b>  Elements: Aesthetic Experience Principles: Artistic Voice Process/Craftsmanship: Plan/Material	<b>FA 8.2.1 Students will use the creative process (<i>glossary</i>) to investigate and communicate personal voice in artwork.</b>
	FA 8.2.1.a Investigate ideas and materials ( <i>glossary</i> ) to demonstrate planning and refining.
	FA 8.2.1.b Recognize personal voice and make stylistic choices to reflect personal identity.
	FA 8.2.1.c Engage in the sensory experience ( <i>glossary</i> ) and relate it to making expressive artwork.
	FA 8.2.1.d Investigate and apply relationships between elements of art and principles of design ( <i>glossary</i> ) to brainstorm visual possibilities (e.g., consider a variety of images and determine how line and value create emphasis in art).
	FA 8.2.1.e Investigate and demonstrate the relationship between technique, skill, and craftsmanship ( <i>glossary</i> ).
	FA 8.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials ( <i>glossary</i> ).
<b>Present –Art to communicate ideas, process, and product.</b>  Presentation Venue: Selection Intent	<b>FA 8.2.2 Students will understand and apply their knowledge of a variety of presentation and communication techniques.</b>
	FA 8.2.2.a Analyze and present reflections of personal growth in an artist statement ( <i>glossary</i> ).
	FA 8.2.2.b Analyze, individually and collaboratively, the selection of art collections, displays, and presentations.
	FA 8.2.2.c Explore how the meaning of art can be affected by the presentation mode or venue ( <i>glossary</i> ) (e.g., reproduction, digital, social media ( <i>glossary</i> ), or original museum/gallery experience).
<b>Respond – to understand and appreciate ideas</b>  Evaluate Interpret: Analyze Describe	<b>FA 8.2.3 Students will use the critical process (<i>glossary</i>) to compare and contrast multiple works of art, learning about themselves in the world.</b>
	FA 8.2.3.a Identify and describe themes ( <i>glossary</i> ) and styles in works of art.
	FA 8.2.3.b Compare and contrast works of art using elements and principles ( <i>glossary</i> ) (e.g., themes ( <i>glossary</i> ), styles, cultures).
	FA 8.2.3.c Compare and contrast various interpretations of themes ( <i>glossary</i> ), styles, and mood.
	FA 8.2.3.d Explain why a work of art can evoke different interpretations and how artwork is interpreted and evaluated by the way it is displayed or presented.

# Nebraska K-12 Fine Arts Standards: Visual Arts

(Adopted March 4, 2014)

<b>Connect</b> - Individual perspective and identity through the study of art Purpose and Function Time and Place Artist Identity	<b>FA 8.2.4 Students will examine the significance of art in contemporary, historical, and cultural context in art and life.</b>
	FA 8.2.4.a Students can identify and demonstrate the role of an artist and explore art-related career opportunities.
	FA 8.2.4.b Investigate and classify works of art from a variety of contemporary, historical, and cultural contexts.
	FA 8.2.4.c Compare and contrast the purpose and function of different art forms. (e.g., artifacts <i>(glossary)</i> vs. fine art).
	FA 8.2.4.d Explain how images and objects are used to convey a story, familiar experience, or connection to the world.

# Nebraska K-12 Fine Arts Standards: Dance

(Adopted March 4, 2014)

<b>6-8 Dance: Students will develop knowledge and skills to create, perform, respond to, and connect artistic ideas and expressions through dance and movement.</b>	
<b>Grades 6-8</b>	
<b>Create Concepts</b>	<b>FA 8.3.1 Students will use dance elements (glossary), choreographic principles (glossary), and structures to construct dances that communicate ideas, images, feelings, and experiences.</b>
	FA 8.3.1.a Generate spontaneous and exaggerated movement independently to construct ideas, images, feelings, and experiences (e.g., use a memory or personal narrative (glossary) to create a short movement phrase (glossary)). <i>*Through movement, express a time you were scared.</i>
	FA 8.3.1.b Create and compare multiple movement phrases (glossary) that use a variety of dance elements (glossary) and simple choreographic structures (glossary) (e.g., deconstruct movement to explore choreographic structures (glossary)). <i>*Explore what happens to a phrase (glossary) when you change the tempo (glossary), level, direction, sequence, repetition.</i>
	FA 8.3.1.c Invent movement sequences with others, improvise (glossary) to generate movement ideas that develop from a variety of prompts and sources (e.g., incorporate various ideas to combine and layer movement elements). <i>*Respond to musical accents (glossary), rhythms, narratives (glossary), artwork, images.</i>
	FA 8.3.1.d Manipulate movement ideas and choose from a variety of solutions to movement problems (glossary) to establish a simple movement study (glossary) with others (e.g., collaborate (glossary) with peers to set formations and spatial patterns for a group work using learned movement material). <i>*Give students a beginning of a movement phrase (glossary) and have them finish it as a group.</i>
<b>Create Movement</b>	<b>FA 8.3.2 Students will comprehend and demonstrate movement skills in dance.</b>
	FA 8.3.2.a Execute body movements with flexibility, endurance, strength, and accuracy to develop dance technique (glossary) (e.g., execute movement in a variety of dance forms with accuracy). <i>*Explore basic steps from a teacher-created list of dance forms. Teacher models and student demonstrates.</i>
	FA 8.3.2.b Move in varied rhythms, explore spatial orientations, and connect a series of dance moves with differing intentions as dictated by style (glossary), genre (glossary), or other influences (e.g., use rhythm, space, weight, flow to respond to various influences). <i>*Connect step series and perform with differing intentions apropos to the style (glossary) of outside influences.</i>
	FA 8.3.2.c Implement technical skills from a variety of dance forms (e.g., modern, ballet, tap, jazz, hip-hop) after viewing a performance (glossary). <i>*Bring in a guest artist that specializes in a genre (glossary). View an outside performance (glossary) and replicate the choreography (glossary).</i>
<b>Perform</b>	<b>FA 8.3.3 Students will understand how to use performance (glossary) values (kinesthetic (glossary) awareness, concentration, focus, and etiquette (glossary) to enhance dance performance (glossary).</b>
	FA 8.3.3.a Use appropriate behaviors and etiquette (glossary) to observe, create, and perform dance movements (e.g., reflect upon personal criteria to evaluate dance, and share in class discussion). <i>*Use student self-reflection and peer assessment. Implement evaluation skills.</i>
	FA 8.3.3.b Identify the impact of performance (glossary) values of clarity, concentration, focus, and projection (glossary) on dance performance (glossary) (e.g., collaborate (glossary) with peers for group work using learned movement materials). <i>*Feedback from an informed outside source on performance (glossary) values. Create an action plan on given feedback. Learn how to take constructive criticism.</i>
	FA 8.3.3.c Recognize how self-assessment can be used to refine dance performance (glossary) (e.g., maintain a dance journal, use research, resources, notation, peer assessments, and self-reflections). <i>*Give a few minutes at the end of each class period for journaling.</i>
<b>Respond</b>	<b>FA 8.3.4 Students will demonstrate critical thinking skills to analyze and evaluate dance.</b>
	FA 8.3.4.a Explain and interpret how elements of movement and choreographic structures (glossary) are used to communicate ideas in dance (e.g., encourage students to analyze movements in order to explore imagery and give perception). <i>*Research the connections between dance styles (glossary). Discover the uses of cultural dances in order to communicate.</i>
	FA 8.3.4.b Recognize and discuss the use of dance elements (glossary) and choreographic forms and structures in a variety of dance compositions (e.g., view live or recorded dance performance (glossary) and discuss, compare, and contrast).

# Nebraska K-12 Fine Arts Standards: Dance

(Adopted March 4, 2014)

<b>Connect</b> Personalize Integrate Internalize Generate	<b>FA 8.3.5 Students will understand cultural, interdisciplinary, and historical connections with dance.</b>
	FA 8.3.5.a Use dance to understand concepts in U.S. history and relate them to significant events, ideas, and traditions from a national context (e.g., investigate what role dance played in U.S. history). <i>*Choose a style (glossary) of dance, and explore the origins and people who pioneered the dance form.</i>
	FA 8.3.5.b Analyze how other arts and academic disciplines are integrated into dance creation and performance (glossary) (e.g., recognize who, what, when, where, why, and how it connects to other disciplines when creating dance pieces). <i>*Discuss technical elements (e.g., costume, set, lighting) that convey the "givens" of a piece of literature.</i>
	FA 8.3.5.c Understand how dance has the ability to enhance physical and emotional health (e.g., recognize shifting moods and the ways dance can help explore and move through them). <i>*Create a dance describing an emotion.</i>
	FA 8.3.5.c Investigate a variety of dance-related professions and the necessary training.

# Nebraska K-12 Fine Arts Standards: Music

(Adopted March 4, 2014)

<b>6-8 Music: Students will develop and apply knowledge and skills to create, perform, and respond to music, making connections to human experiences.</b>	
<b>Grades 6-8</b>	
<b>Create</b>	<b>Imagine/Plan</b>
	<b>FA 8.4.1 Students will compose, arrange, improvise, read, and perform music with technical accuracy and expression.</b>
	FA 8.4.1.a Develop a compositional ( <i>glossary</i> ) idea for a specific purpose or mood, with teacher guidance, including: <ul style="list-style-type: none"> <li>• how elements of music (<i>glossary</i>) convey expressive intent</li> <li>• unity/variety</li> <li>• tension/release</li> <li>• how personal experiences influence musical choices.</li> </ul>
	FA 8.4.1.b Create, evaluate, and refine musical ideas that utilize a variety of compositional devices ( <i>glossary</i> ) (e.g., form, imitation).
	FA 8.4.1.c Identify and define compositional devices ( <i>glossary</i> ) in student creations.
<b>Make/Evaluate/Refine</b>	FA 8.4.1.d Present an improvisation ( <i>glossary</i> ), arrangement ( <i>glossary</i> ), or original composition ( <i>glossary</i> ). Explain how elements of music ( <i>glossary</i> ) in the student creation are used to communicate expressive content (e.g., aurally, visually, electronically).
	FA 8.4.1.e Connect music to historical and cultural contexts, the arts ( <i>glossary</i> ), and other disciplines through creating.
<b>Perform</b>	<b>FA 8.4.2 Students will sing and/or play, independently and/or with others, a variety of music genres (<i>glossary</i>) and styles (<i>glossary</i>) using technical accuracy and expression.</b>
	FA 8.4.2.a Discuss expressive characteristics and components of technique, function, and context of selected pieces (e.g., phrasing, articulation ( <i>glossary</i> )/diction).
	FA 8.4.2.b Develop and refine solo/ensemble performance skills (e.g., posture, technique, reading music) using guided self-evaluation and feedback from others.
	FA 8.4.2.c Perform (formally or informally) music of increasing difficulty using proper tone quality, phrasing, dynamics, and articulation ( <i>glossary</i> ). Demonstrate appropriate performance expectations ( <i>glossary</i> ).
	FA 8.4.2.d Connect music to historical and cultural contexts, the arts ( <i>glossary</i> ), and other disciplines through performing.
<b>Respond</b>	<b>FA 8.4.3 Students will examine and evaluate elements of music (<i>glossary</i>) to explain how music conveys mood or context (affect of music).</b>
	FA 8.4.3.a Select appropriate music of contrasting styles ( <i>glossary</i> ) to listen to or perform.
	FA 8.4.3.b Analyze and explain how the performer/creator uses composition ( <i>glossary</i> ) and performance characteristics (e.g., dynamics, phrasing) to convey expressive intent.
	FA 8.4.3.c Choose appropriate criteria (e.g., dynamics, tone quality) to critique expressiveness and effectiveness of a performance or composition ( <i>glossary</i> ) with teacher guidance. Work independently or with others.
	FA 8.4.3.d Connect music to historical and cultural contexts, the arts ( <i>glossary</i> ), and other disciplines through responding.

# Nebraska K-12 Fine Arts Standards: Theatre

(Adopted March 4, 2014)

6-8 Theatre: Students will develop knowledge and skills applying the creative and collaborative process within theatre by crafting, performing, and responding to expressions of the human experience.	
Grades 6-8	
<b>Create</b> <i>(glossary)</i> Character <i>(glossary)</i> Story	<b>FA 8.5.1 Students will dramatize ideas and events incorporating “the givens” (who, what, when, where, why) <i>(glossary)</i>.</b>
	FA 8.5.1.a Use readily available props to create “the where” of a story (e.g., table, chairs, silverware indicate a restaurant).
	FA 8.5.1.b Plan and record, in small groups, an improvisation <i>(glossary)</i> based on “the givens” <i>(glossary)</i> of a scene (e.g., tell or present a story using a setting, characters <i>(glossary)</i> and a series of events incorporating introduction, climax, resolution).
	FA 8.5.1.c Develop a linear plot structure <i>(glossary)</i> that introduces and resolves a conflict.
	FA 8.5.1.d Create theatrical works to illustrate a theme <i>(glossary)</i> within theatrical works.
	FA 8.5.1.e Write a dialogue <i>(glossary)</i> with two to four characters <i>(glossary)</i> .
	FA 8.5.1.f Use movement in conjunction with extraneous sounds <i>(glossary)</i> and short phrases to demonstrate two distinct characters <i>(glossary)</i> (e.g., movements/sounds of a soldier as compared to movements/sounds of a mother).
<b>Perform</b>	<b>FA 8.5.2 Students will dramatize ideas and events incorporating “the givens” (who, what, when, where, why) <i>(glossary)</i>.</b>
	FA 8.5.2.a Establish character <i>(glossary)</i> and emotion through the use of rate <i>(glossary)</i> , articulation <i>(glossary)</i> , enunciation <i>(glossary)</i> , projection <i>(glossary)</i> , inflection <i>(glossary)</i> , and movement.
	FA 8.5.2.b Establish character <i>(glossary)</i> and emotion through the use of facial expression <i>(glossary)</i> , gesture <i>(glossary)</i> , posture, and body movement (e.g., pantomime, emoting <i>(glossary)</i> )
	FA 8.5.2.c Rehearse and portray, in small groups, characters <i>(glossary)</i> within a defined “where.”
	FA 8.5.2.d Deliver a scripted monologue <i>(glossary)</i> to a focal point <i>(glossary)</i> .
	FA 8.5.2.e Modify performance based on teacher/director and peer response.
	FA 8.5.2.f Design and craft a performance space <i>(glossary)</i> including set and audience arrangement (e.g., use classroom furniture to create a courtroom in a proscenium, thrust, or arena).
	FA 8.5.2.g Examine one’s own effectiveness in a production/scene (e.g., keep a journal of acting choices, reflect on video of own performance).
Not addressed at this level	
<b>Respond</b> Audience	<b>FA 8.5.3 Students will analyze audience/performance relationship.</b>
	FA 8.5.3.a Construct, share, and use audience code of conduct including appropriate audience behavior and respect for physical space.
	FA 8.5.3.b Identify, analyze, and discuss the impact of the stage space, casting, and technical elements.
	FA 8.5.3.c Compare the effectiveness of a single actor’s performance (i.e., physical/ vocal choices) as a variety of characters <i>(glossary)</i> (e.g., Will Smith).
	FA 8.5.3.d Classify theatrical works as dramatic, comedic, or musical theatre genres <i>(glossary)</i> .
	FA 8.5.3.e Discuss the impact on the audience of “willing suspension of disbelief” <i>(glossary)</i> in a performance.

# Nebraska K-12 Fine Arts Standards: Theatre

(Adopted March 4, 2014)

<b>Connect</b>		<b>FA 8.5.4 Students will analyze connections between theatre and society.</b>
	History	FA 8.5.4.a Understand the historical relevance of various theatrical forms (e.g., Greek and Roman theatre, Medieval, Renaissance).
		FA 8.5.4.b Compare and contrast scripted and unscripted performances (e.g., situation comedy vs. reality shows).
	Interdisciplinary	FA 8.5.4.c Dramatize a traditional ritual (e.g., funeral from <u>Our Town</u> , wedding from <u>Fiddler on the Roof</u> , fire scene from <u>Lord of the Flies</u> ).
		FA 8.5.4.d Analyze how performance reflects culture and history (e.g., <u>Oliver</u> , <u>The Color Purple</u> ).
	Industry	FA 8.5.4.e Investigate responsibilities for specific careers in performing arts.
FA 8.5.4.f Demonstrate an understanding of the rights and responsibilities surrounding intellectual property ( <i>glossary</i> ) (e.g., citing sources, paying royalties, receiving permission).		