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| **3-5 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.** |
| **Create** | **FA 5.1.1 Students will demonstrate understanding of processes, techniques, and applications in media arts.** |
| **Conceive** | FA 5.1.1.a Generate ideas for stories, events, or experiences that can be the basis of content for media arts (e.g., brainstorming, role-playing, discussion). |
| **Develop** | FA 5.1.1.b Develop a process with timelines and roles using steps, vocabulary, and resources in creating media arts (e.g., storyboard *(glossary)*). |
| **Innovate** | FA 5.1.1.c Experiment with multiple strategies to combine and adapt media arts formats, ideas, and processes (e.g., editing). |
| **Duplicate** | FA 5.1.1.d Reinforce understanding of, and respect for, the accepted procedures regarding the responsible care of media arts equipment and materials. |
| **Present** | **FA 5.1.2 Students will develop their ability to communicate an idea/message by presenting their work in media arts.** |
| Construct | FA 5.1.2.a Contribute to a collaborative project in an assigned role (e.g., leader, designer, actor, timekeeper, storyboard artist, cinematographer, director, sound editor, video editor). |
| Express | FA 5.1.2.b Explore how media arts elements and context enhance overall effectiveness and expression (e.g., image, sound, light, movement, time, space). |
| Refine | FA 5.1.2.c Construct and adapt media arts in consideration of audience and the context of the work (e.g., public service announcements *(glossary)*). |
| Present | FA 5.1.2.d Share and/or distribute media arts through a specific and/or variety of contexts (e.g., physical, virtual channels, venues, spaces, mass audiences, participants). |
| **Respond** | **FA 5.1.3 Students will develop ability to interpret and evaluate work produced in media arts.** |
| **Perceive** | FA 5.1.3.a Compare and contrast the elements of media arts that make it unique (e.g., background music, imaging *(glossary)*, timing, message). |
| **Interpret/Evaluate** | FA 5.1.3.b Justify personal and group interpretations and reactions to a variety of media arts. |
| **Interpret/Evaluate** | FA 5.1.3.c Discuss components and criteria that convey meaning in media arts. |
| **Connect** | **FA 5.1.4 Students will identify personal, cultural, and historical connections through media arts.** |
| **Inquire** | FA 5.1.4.a Examine media arts to demonstrate student interest and knowledge of self. |
| **Interact** | FA 5.1.4.b Demonstrate knowledge of digital citizenship *(glossary)* (e.g., copyright, plagiarism, citations, validating resources *(glossary)*). |
| **Interact** | FA 5.1.4.c Discuss and determine benefits and challenges of incorporating various ideas when creating or engaging with media arts. |
| **Synthesize** | FA 5.1.4.d Share the importance of media arts as a learning tool and explore potential careers. |

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| **3-5 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, present, respond to, and connect art with the human experience.** |
| **Create** - Art to generate ideas | **FA 5.2.1 Students will use the creative process** *(glossary)***to make works of art exploring subjects and themes** *(glossary)***with a variety of materials** *(glossary)***.** |
| Plan/Material | FA 5.2.1.a Develop ideas using a variety of materials *(glossary)*. |
| Imagine/Artistic Voice | FA 5.2.1.b Use observation, imagination and interpretation in creating artworks that reflect a variety of styles, themes, *(glossary)* and subjects. |
| Aesthetic Experience | FA 5.2.1.c Demonstrate the connections between sensory experience *(glossary)* and expressing emotion. |
| Elements/Principles | FA 5.2.1.d Identify and use elements of art and principles of design *(glossary)* to brainstorm visual possibilities (e.g., create symmetrical and asymmetrical balance using line and shape). |
| Process/Craftsmanship | FA 5.2.1.e Apply various techniques to develop craftsmanship *(glossary)* skills (e.g., use cutting and gluing techniques to produce clean edges without visible glue). |
|  | FA 5.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials *(glossary)*. |
| **Present** –Art to communicate ideas, process, and product | **FA 5.2.2 Students will develop presentation skills to communicate meaning.** |
| Intent | FA 5.2.2.a Communicate artistic statements *(glossary)* using art terminology (e.g., product, process). |
| Selection | FA 5.2.2.b Apply basic art presentation skills in a collaborative group display. |
| Presentation Venue | FA 5.2.2.c Examine how the process of collecting and displaying artwork varies depending on the purpose (e.g., cultivate awareness and appreciation of ideas, beliefs, experiences). |
| **Respond –** to understand and appreciate ideas | **FA 5.2.3 Students will use the critical process** *(glossary)* **to examine works of art, learning about themselves and cultures.** |
| Describe | FA 5.2.3.a Identify and describe use of media *(glossary)* (e.g., paint, clay, collage) and techniques to create subject matter *(glossary)*, visual elements *(glossary)* and mood. |
| Analyze | FA 5.2.3.b Categorize elements and principles *(glossary)* in works of art (e.g., group works of art by the use of line, shape, balance). |
| Interpret | FA 5.2.3.c Interpret the message communicated by a work of art, using knowledge of visual elements *(glossary)*, subject matter *(glossary),* and mood. |
| Evaluate | FA 5.2.3.d Compare personal interpretation of a work of art with the interpretations of others. |
| **Connect**  - Individual perspective and identity through the study of art | **FA 5.2.4 Students will examine contemporary, historical, and cultural context in art and life.** |
| Artist Identity | FA 5.2.4.a Identify ways that artists influence lives and communities. |
| Time and Place | FA 5.2.4.b Compare and contrast works of art from a variety of contemporary, historical, and cultural contexts. |
| Purpose and Function | FA 5.2.4.c Identify and discuss purpose and function of different art forms (e.g., “is this object a sculpture, bowl, or decoration?”). |
| Purpose and Function | FA 5.2.4.d Explore how images and objects are used to convey a story, familiar experience, or connection to the world. |

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| **3-5 Dance: Students will develop knowledge and skills to create, perform, respond to, and connect artistic ideas and expressions through dance and movement.** |
| **CreateConcepts** | FA 5.3.1 Students will use dance elements *(glossary****)* and choreographic principles** *(glossary)*to develop movements that communicate ideas, images, and feelings. |
| Formulate | FA 5.3.1.a Generate spontaneous movement independently to develop ideas, images, and feelings (e.g., pantomime *(glossary)*, communicate an emotion or idea through gestural movement).***\*Show*** *“excitement” using a variety of movements within special boundaries. Use movement to portray what you would like to be when you grow up.* |
| Utilize | FA 5.3.1.b Create movement sequences that combine a variety of dance elements *(glossary)* and images (e.g., combine multiple ideas or images to create a movement sequence).***\*Make*** *a movement sequence using student examples of “excitement”. Create a “when I grow up” movement sequence.* |
| Improvise | FA 5.3.1.c Invent a movement sequence with others, improvise *(glossary)*  to generate movement ideas (e.g., use and understand the importance of cooperation and collaboration – Always say ‘yes’).***\*Echo****, pass the movement.* |
| Cooperate | FA 5.3.1.d Explore a variety of solutions to movement problems *(glossary)* with others to create a movement sequence (e.g., choose and order the movements in a sequence)*.* ***\*Define*** *beginning, middle, end.* |
| **Create****Movement** | FA 5.3.2 Students will develop movement skills in dance. |
| Manipulate | FA 5.3.2.a Demonstrate whole body movements with flexibility and endurance to develop dance technique *(glossary)* (e., execute exercises and combinations that build strength, awareness, coordination, control).***\*Demonstrate*** *and practice proper alignment (glossary), isolations, implement warm-up (glossary)*, *cool-down routine.* |
| Modify | FA 5.3.2.b Demonstrate ability to move rhythmically, explore levels *(glossary)* in space, shift weight, with and without locomotion to perform dance (e.g., plié, triplet, gallop, battement, three-point turn, grapevine, lunge, balance *(glossary)*).***\*Incorporate*** *arm movements and travel across the floor. Combine in a small series. Try with a variety of music.* |
| Reconstruct | FA 5.3.2.c Demonstrate spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels *(glossary)* from low to middle to high; leap, roll, and combine to a variety of rhythms (e.g., plié, triplet, gallop, battement, three-point turn, grapevine, lunge, balance *(glossary)*).***\*Incorporate*** *arm movements and travel across the floor. Combine in a small series. Try with a variety of rhythms.* |
| **Perform** | FA 5.3.3 Students will employ proper etiquette *(glossary)*to enhance dance performance *(glossary)*. |
| Duplicate | FA 5.3.3.a Demonstrate appropriate behaviors and etiquette *(glossary)* to observe and perform dance (e.g., create a set of agreed-upon criteria to evaluate dance with teacher and peers).***\*Invite*** *a group to perform appropriate and inappropriate responses. Discuss the differences.* |
| Differentiate | Addressed in grades 6-8. |
| Interpret | Addressed in grades 6-8. |
| **Respond** | **FA 5.3.4 Students will develop critical thinking skills to analyze and evaluate dance.** |
| Examine | FA 5.3.4.a Develop and discuss how elements of movement are used to communicate ideas in dance (e.g., encourage students to use deliberate words to explore imagery).***\*View*** *photos or videos of dance and discuss imagery, emotions, and ideas. Think-pair-share student-generated free movement activities.* |
| Relate | Addressed in grades 6-8. |
| **Connect** | **FA 5.3.5 Students will identify cultural and interdisciplinary connections with dance.** |
| Personalize | FA 5.3.5.a Use dance to discover social events, ideas, and traditions from a local context (e.g., investigate how dance reflects culture).***\*Learn*** *a dance from one’s heritage and teach it to the class. Explain when and by whom the dance is performed, and the cultural significance.* |
| Integrate | FA 5.3.5.b Identify how other academic disciplines support and enhance ideation and understanding for dance creation and performance *(glossary)* (e.g., combine dance with other academic disciplines relating to coursework).***\*Create*** *a dance about movement of tectonic plates, times table, orbit of the planets.* |
| Internalize | FA 5.3.5.c Identify how health and nutrition enhance dance ability (e.g., recognize that some foods and activities are more healthful than others).***\*List****, compare/contrast healthy and unhealthy choices. Understand how the body responds to small and large movements, stretching, and aerobic activity.* |
| Generate | FA 5.3.5.d Identify a variety of dance-related careers. |

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| **3-5 Music: Students will develop and apply knowledge and skills to create, perform, and respond to music, making connections to human experiences.** |
| **Create** | **FA 5.4.1 Students will compose, arrange, improvise, read, and perform music with melodies and accompaniments.** |
| Imagine/Plan | FA 5.4.1.a Generate concepts for original improvisation *(glossary)* or composition *(glossary)* from contrasting ideas, with teacher support, including:* specific purpose/function
* interest
* personal experience
* expressive potential
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| Make/Evaluate/Refine | FA 5.4.1.b Create, evaluate, and refine musical ideas with teacher-generated criteria (e.g., melody, rhythm, harmony). |
| Make/Evaluate/Refine | *Left intentionally blank* |
| Present | FA 5.4.1.c Present an improvisation *(glossary),* arrangement *(glossary),* or composition *(glossary)*. Identify the use of selected elements of music *(glossary).* |
| Connect | FA 5.4.1.d Connect music to historical and cultural contexts and the arts *(glossary)* through creating. |
| **Perform** | **FA 5.4.2 Students will sing and/or play instruments to a variety of music that incorporates multiple elements of music** *(glossary)***.** |
| Select/Analyze/Interpret | FA 5.4.2.a Identify expressive characteristics and components of technique, purpose, and context of selected pieces (e.g., dynamics, tempo). |
| Rehearse/Evaluate/Refine | FA 5.4.2.b Develop and refine music performance skills (e.g., posture, technique, reading music) using teacher and peer feedback. |
| Present | FA 5.4.2.c Perform (formally or informally) music using correct posture, breath control, rhythm, pitch, and dynamics. Demonstrate appropriate performance expectations *(glossary)*. |
| Connect | FA 5.4.2.d Connect music to historical and cultural contexts and the arts *(glossary)* through performing. |
| **Respond** | **FA 5.4.3 Students will identify and describe elements of music** *(glossary)* **to discern how music is appropriate for specific purposes/settings (intent of music).** |
| Select | FA 5.4.3.a Indicate music selections that students prefer to experience for specific purposes/settings. |
| Analyze/Interpret | FA 5.4.3.b Identify and describe how elements of music *(glossary)* are used by a performer or creator. |
| Evaluate | FA 5.4.3.c Examine music performances using elements of music *(glossary),* context, and criteria (e.g., mood, interest) generated by student/teacher. |
| Connect | FA 5.4.3.d Connect music to historical and cultural contexts and the arts *(glossary)* through responding. |

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| **3-5 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.** |
| **Create** | **FA 5.5.1 Students will dramatize ideas and events with a beginning, middle, and end.** |
| Story | FA 5.5.1.a Create, in a group, an environment *(glossary)* or event using body movement and sound (e.g., a forest, a baseball game) while working in a group. |
| Story | FA 5.5.1.b Using dialogue *(glossary)* and movement, retell a story with a clear beginning, middle, and end (e.g., nursery rhymes, fairy tales). Work in small groups. |
| Story | FA 5.5.1.c Create three tableaus *(glossary)* illustrating the beginning, middle, and end of a story and then connect them. Work in small groups. |
| Story | FA 5.5.1.d Identify themes *(glossary)* within theatrical works. |
| Character*(glossary)* | FA 5.5.1.e Write a short script incorporating narration *(glossary)* and dialogue *(glossary).* |
| Character*(glossary)* | FA 5.5.1.f Show a character *(glossary)* using body movement (e.g., age, personality, family role, occupation). |
| **Perform** | **FA 5.5.2 Students will perform ideas and events with a beginning, middle, and end.** |
|  | FA 5.5.2.a Demonstrate expressive reading using vocal variety *(glossary)* (e.g., read short passage aloud). |
|  | FA 5.5.2.b Demonstrate characters *(glossary)* through movement (e.g., enact different ages, cartoon characters *(glossary)*). |
|  | FA 5.5.2.c Create characters *(glossary)*, individually, appropriate to a specific location a location. |
|  | FA 5.5.2.d Present a short script with narration *(glossary)* and dialogue *(glossary)* (e.g. readers’ theatre). |
|  | FA 5.5.2.e Respectfully receive polite feedback from instructor and peers. |
|  | FA 5.5.2.f Design and craft a scenic element for an informal presentation (e.g., risers, prop, set piece, backdrop). |
|  | FA 5.5.2.g Identify one’s own vocal and physical choices in expressing an emotion or idea (e.g., show a sound and movement that express sadness, happiness, anger). |
|  | Addressed in grades 9-12. |
| **Respond** | **FA 5.5.3 Students will demonstrate effective audience/performance relationship.** |
| Audience | FA 5.5.3.a Demonstrate respect for self and others (etiquette *(glossary)*) in dramatic activities. |
| Audience | FA 5.5.3.b Discuss how the audience was impacted by the conflict and characters *(glossary)*. |
| Audience | FA 5.5.3.c Recognize character *(glossary)* traits and actor choices (e.g., how the character *(glossary)* shows age, occupation, temperament). |
| Audience | FA 5.5.3.d Recognize theatrical works as either dramatic or comedic genres *(glossary)*. |
| Audience | FA 5.5.3.e Articulate an emotional response to a component of a theatrical production (e.g., character *(glossary),* prop, costumes, song). |
| **Connect** | **FA 5.5.4 Students will identify connections between theatre and society.** |
| History | FA 5.5.4.a Identify the cultural heritage of a particular work in theatre. |
| History | FA 5.5.4.b Recognize how performances reflect everyday circumstances (e.g., historical events, natural disasters, family relationships). |
| Inter-disciplinary | FA 5.5.4.c Watch a performance or film and explain personal likes and dislikes. |
| Inter-disciplinary | FA 5.5.4.d Identify how performance reflects culture and history (e.g., The Nutcracker, Peter and the Wolf). |
| ustry | FA 5.5.4.e Identify careers in the performing arts. |
| Industry | FA 5.5.4.f Understand the concept of intellectual property *(glossary)*. |