Nebraska College & Career Ready Standards for Arts Education

DRAFT – February 2026

Contents

Nebraska College and Career Ready Standards

DRAFT: Dance Education Standards

The following draft includes the proposed revisions to Nebraska College- and Career-Ready Standards for Dance.

Grade Band: Kindergarten and Grade 1

Strand (Artistic Process): Connect

Dancers/Students connect to dance through personal, social, cultural, historical, and daily-life contexts.

NE.FA.1.1.1   Identify personal, social, cultural, and historical connections with dance.

NE.FA.1.1.1.AIdentify the health benefits of dance.

NE.FA.1.1.1.BIdentify past and present styles of dance in global communities.

NE.FA.1.1.1.C   Identify how advances in technology have impacted the field of dance.

NE.FA.1.1.1.D   Identify similarities and differences between dance and other arts disciplines.

NE.FA.1.1.1.EIdentify dance in daily life.

NE.FA.1.1.1.FIdentify various roles and careers in dance.

Strand (Artistic Process): Create

Dancers/Students combine movement and production elements to convey creative, technical, and artistic ideas.

NE.FA.1.1.2 Create movement concepts and sequencing through imagination and play.

NE.FA.1.1.2.A Create locomotor and non-locomotor movements through body, action, shape, space, time, and/or energy games.

NE.FA.1.1.2.B Exhibit emerging body awareness, rhythm, and spatial awareness while moving in playful ways.

NE.FA.1.1.2.C Create a short movement phrase with a clear beginning, middle, and end.

NE.FA.1.1.2.D Explore how movement communicates ideas, feelings, images, and meaning through improvisation.

Strand (Artistic Process): Perform

Dancers/Students refine and present works created with production and dance elements.

NE.FA.1.1.3 With prompting and support, develop and show artistic ideas and works through dance.

NE.FA.1.1.3.ADance for and with others in designated spaces.

NE.FA.1.1.3.BDemonstrate how dance elements, spatial awareness, and performance skills are used in performance.

NE.FA.1.1.3.C   With prompting and support, show a dance with production elements like simple props, scenery, and/or sound.

NE.FA.1.1.3.D   With prompting and support, develop dance and performance skills by incorporating feedback from the teacher and/or peers.

NE.FA.1.1.3.EWith prompting and support, develop a goal to strengthen memorization, spatial awareness, and/or stage presence.

NE.FA.1.1.3.FWith prompting and support, demonstrate responsible care and safe use of equipment and space.

Strand (Artistic Process): Respond

Dancers/Students engage in analysis and interpretation to understand and evaluate artistic works.

NE.FA.1.1.4   Identify responses to artistic works.

NE.FA.1.1.4.AIdentify a movement that repeats in a dance to make a pattern.

NE.FA.1.1.4.BIdentify how movement and shapes communicate feelings and ideas.

NE.FA.1.1.4.C   Identify strengths of a dance performance.

NE.FA.1.1.4.D   Identify personal reactions and interpretations to various dance forms.

Strand (Artistic Process): Creative Attribution

Dancers/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.1.1.5   Identify the difference between original and copied dance movements.

NE.FA.1.1.5.AIdentify when a dance move is one's own or someone else's.

NE.FA.1.1.5.BIdentify ways in which dances reflect groups of people.

NE.FA.1.1.5.C   Ask permission before copying or sharing others' dances.

NE.FA.1.1.5.D   Explain why we credit others for their ideas.

Grade Band: Grades 3 and 4

Strand (Artistic Process): Connect

Dancers/Students connect to dance through personal, social, cultural, historical, and daily-life contexts.

NE.FA.1.3.1 Describe personal, social, cultural, and historical connections with dance.

NE.FA.1.3.1.A Describe how health and nutrition enhance dance ability and overall health and wellbeing.

NE.FA.1.3.1.B Describe how dance reflects culture and ideas in global communities.

NE.FA.1.3.1.C Describe how advances in technology have impacted and contributed to the field of dance.

NE.FA.1.3.1.D Describe collaborations between dance and other arts disciplines.

NE.FA.1.3.1.E Describe dance in the daily life of a local community.

NE.FA.1.3.1.F Describe dance careers and organizations in Nebraska.

Strand (Artistic Process): Create

Dancers/Students combine movement and production elements to convey creative, technical, and artistic ideas.

NE.FA.3.1.2 Create dance concepts and sequencing through improvisation and choreography.

NE.FA.3.1.2.A Investigate how changes in body, action, shape, space, time, and/or energy affect dynamics in locomotor and non-locomotor movements.

NE.FA.3.1.2.B Navigate emerging body awareness, balance, rhythm, and spatial awareness through improvisation.

NE.FA.3.1.2.C Create and memorize a short movement phrase with a clear beginning, middle, and end.

NE.FA.3.1.2.D Demonstrate how movement communicates ideas, feelings, images, and meaning in short, choreographed phrases.

Strand (Artistic Process): Perform

Dancers/Students refine and present works created with production and dance elements.

NE.FA.3.1.3 Develop and show artistic ideas and works through dance.

NE.FA.3.1.3.A Demonstrate dance in a space where the audience and performers occupy different areas and roles.

NE.FA.3.1.3.B Demonstrate how dance and choreographic elements, spatial awareness, and performance skills are used in a rehearsed performance.

NE.FA.3.1.3.C Show a dance with production elements like simple props, scenery, sound, costumes, lighting, and/or projections.

NE.FA.3.1.3.D Develop dance and performance skills by incorporating feedback from the teacher, peers, and/or self.

NE.FA.3.1.3.E Develop goals to strengthen memorization, spatial awareness, staging, and/or stage presence.

NE.FA.3.1.3.F Demonstrate responsible care and safe use of equipment and space while performing in various settings.

Strand (Artistic Process): Respond

Dancers/Students engage in analysis and interpretation to understand and evaluate artistic works.

NE.FA.3.1.4   Describe responses to artistic works.

NE.FA.3.1.4.ADescribe patterns of movement in a dance that create a style or theme.

NE.FA.3.1.4.BDescribe the relationship between music and movement in creating meaning for dance.

NE.FA.3.1.4.C   Describe strengths and areas for improvement for dance performances.

NE.FA.3.1.4.D   Describe personal reactions and interpretations to various dance forms.

Strand (Artistic Process): Creative Attribution

Dancers/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.3.1.5   Describe the difference between learning another's choreography and creating original movement.

NE.FA.3.1.5.ADescribe when dance of an individual or group influences the dance of another individual or group.

NE.FA.3.1.5.BDescribe respectful representation of cultures in dance.

NE.FA.3.1.5.C   Describe when permission should be obtained when creating and sharing dance.

NE.FA.3.1.5.D   Describe how to give credit when dances are inspired by others.

Grade Band: Grades 4 and 5

Strand (Artistic Process): Connect

Dancers/Students connect to dance through personal, social, cultural, historical, and daily-life contexts.

NE.FA.5.1.1   Discuss personal, social, cultural, and historical connections with dance.

NE.FA.5.1.1.A Discuss the physical and cognitive challenges in dance and discuss ways to address them.

NE.FA.5.1.1.B Discuss the influence of various dance styles and cultures from global communities on American dance.

NE.FA.5.1.1.C   Discuss how technology enhances the learning and creation of dance.

NE.FA.5.1.1.D   Discuss how dance skills and processes compare with academic disciplines outside of the arts.

NE.FA.5.1.1.E Discuss how dance promotes civic engagement.

NE.FA.5.1.1.F Discuss the skills and characteristics needed to have a career in dance or a dance-related field.

Strand (Artistic Process): Create

Dancers/Students combine movement and production elements to convey creative, technical, and artistic ideas.

NE.FA.5.1.2   Create and develop dance concepts and sequences through movement manipulation and adaptation.

NE.FA.5.1.2.ADevelop fundamental locomotor and non-locomotor movement techniques from a variety of dance styles and for various body types and mobility levels.

NE.FA.5.1.2.BDevelop dance technique from various dance genres with a focus on body awareness, balance, endurance, flexibility, rhythm, spatial awareness, and safety.

NE.FA.5.1.2.C   Create and memorize a short dance or dance sequence with a clear beginning, middle, and end.

NE.FA.5.1.2.D   Investigate how staging in a performance space communicates ideas, feelings, images and meaning to the audience.

Strand (Artistic Process): Perform

Dancers/Students refine and present works created with production and dance elements.

NE.FA.5.1.3   Revise and perform artistic ideas and works through dance.

NE.FA.5.1.3.A Revise choreography by modifying spacing, movement, and focus to perform for various venues and audiences.

NE.FA.5.1.3.B Revise dance and choreographic elements, spatial awareness, performance skills, and technical growth into a well-rehearsed performance.

NE.FA.5.1.3.C Perform a dance with self-selected production elements that strengthen the artistic intent.

NE.FA.5.1.3.D Apply feedback from teacher and/or peers to strengthen dance performance and choreography skills.

NE.FA.3.1.3.E Revise goals through self-reflection to strengthen memorization, spatial awareness, staging, technique, and/or stage presence.

NE.FA.5.1.3.F Demonstrate responsible care and safe use of equipment, rehearsal and performance spaces, and one's own body through healthy stretching and hydration practices while performing in various settings.

Strand (Artistic Process): Respond

Dancers/Students engage in analysis and interpretation to understand and evaluate artistic works.

NE.FA.5.1.4 Discuss responses to artistic works and intent.

NE.FA.5.1.4.A Discuss patterns of movement and their relationships to styles and/or themed dances.

NE.FA.5.1.4.B Discuss the relationship between production elements, music, and movement in creating meaning for dance.

NE.FA.5.1.4.C Discuss strengths and areas of improvement for dance performances and/or choreography using teacher-selected criteria.

NE.FA.5.1.4.D Discuss personal reactions and interpretations to various dance forms using relevant dance terminology.

Strand (Artistic Process): Creative Attribution

Dancers/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.5.1.5   Describe how to responsibly use and adapt dance works.

NE.FA.5.1.5.ACredit choreographers when using or adapting their work.

NE.FA.5.1.5.BDescribe how to incorporate dances from various groups of people that accurately represent, honor, and respect the culture.

NE.FA.5.1.5.C   Use digital tools safely and ethically to record or share movement.

NE.FA.5.1.5.D   Responsibly use and acknowledge online or digital resources and musical accompaniments when performing and sharing dances.

Grade Band: Middle School (Grades 6-8)

Strand (Artistic Process): Connect

Dancers/Students connect to dance through personal, social, cultural, historical, and daily-life contexts.

NE.FA.MS.1.1 Integrate and express personal, social, cultural, and historical connections with dance.

NE.FA.MS.1.1.A   Integrate effective strategies to improve anatomical alignment and cognitive stressors in dance.

NE.FA.MS.1.1.B   Express how American dance styles have influenced national and global dance trends.

NE.FA.MS.1.1.C   Express the relationship between technology, digital applications, and intellectual property in dance.

NE.FA.MS.1.1.D   Express how dance skills and processes enhance learning across all academic disciplines.

NE.FA.MS.1.1.E   Express how dance and performance skills relate to skills needed in everyday life.

NE.FA.MS.1.1.F   Express how dance skills, characteristics and behaviors contribute to success in college and career
readiness.

Strand (Artistic Process): Create

Dancers/Students combine movement and production elements to convey creative, technical, and artistic ideas.

NE.FA.MS.1.2   Create and communicate concepts, meaning, and artistic vision through dance.

NE.FA.MS.1.2.A   Demonstrate increased proficiency of movement techniques from a variety of dance styles for various body types and mobility levels.

NE.FA.MS.1.2.B   Demonstrate dance technique from various dance genres with a focus on functional alignment, body awareness, balance, flexibility, weight shifts, rhythm, spatial awareness, and safety.

NE.FA.MS.1.2.C   Create and memorize an individual or collaborative dance with a clear beginning, middle, and end.

NE.FA.MS.1.2.D   Analyze the relationship between production elements, music, movement, and performance skills in creating meaning for performed or observed dances.

Strand (Artistic Process): Perform

Dancers/Students refine and present works created with production and dance elements.

NE.FA.MS.1.3 Refine and perform artistic ideas and works through dance.

NE.FA.MS.1.3.A   Refine choreography by modifying spacing, movement, focus and artistic intent to perform for various performance venues and audiences.

NE.FA.MS.1.3.B   Refine dance and choreographic elements, spatial awareness, performance skills, technical growth, and artistic expression into a well-rehearsed performance.

NE.FA.MS.1.3.C   Perform a dance with production elements that strengthen the artistic intent, accommodate for various performance spaces, and are collaboratively designed.

NE.FA.MS.1.3.D   Refine dance performance and choreography skills using self-assessment, teacher, and/or peer feedback.

NE.FA.MS.1.3.E   Refine goals after each performance to strengthen memorization, spatial awareness, staging, technique, and/or stage presence for the next performance.

NE.FA.MS.1.3.F   Integrate responsible care and safe use practices for equipment, spaces, and one's own body through healthy stretching, hydration, and nutrition into a personal performance regimen.

Strand (Artistic Process): Respond

Dancers/Students engage in analysis and interpretation to understand and evaluate artistic works.

NE.FA.MS.1.4   Analyze responses to artistic works and intent.

NE.FA.MS.1.4.A   Analyze patterns of movement and their relationships in a dance to interpret artistic intent, style, and/or themes.

NE.FA.MS.1.4.B   Analyze the impact of production elements, music, and movement in creating meaning for dance.

NE.FA.MS.1.4.C   Analyze strengths and areas of improvement for dance performances and/or choreography using teacher-selected criteria.

NE.FA.MS.1.4.D   Analyze how historical, social, and/or cultural contexts influence reactions to various dance forms.

Strand (Artistic Process): Creative Attribution

Dancers/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.MS.1.5.   Explain how to legally and ethically create, adapt, and share dances, elements, and musical accompaniments in both physical and digital spaces.

NE.FA.MS.1.5.A   Explain the social, cultural, and media influences on movement styles and dance elements.

NE.FA.MS.1.5.B   Explain how cultural appropriation can occur in dance.

NE.FA.MS.1.5.C   Explain how fair use, copyright, public domain, open source, and creative commons affect the ability of dancers to create and produce dance, including musical accompaniment.

NE.FA.MS.1.5.D   Acknowledge artists correctly when using or adapting their dance or musical accompaniment.

Grade Band: High School (Grades 9-12)

Strand (Artistic Process): Connect

Dancers/Students connect to dance through personal, social, cultural, historical, and daily-life contexts.

NE.FA.HS.1.1 **Analyze the personal, social, cultural, and historical connections with dance.**

NE.FA.HS.1.1.A   Implement a plan for preventing, monitoring, and overcoming anatomical and cognitive issues in dance.

NE.FA.HS.1.1.B   Analyze the influence of global and national dance on individual choreographers and dancers.

NE.FA.HS.1.1.C   Apply emerging innovations, ethical use of intellectual property, and technologies in dance.

NE.FA.HS.1.1.D   Analyze interdisciplinary connections in dance across different career fields and populations.

NE.FA.HS.1.1.E   Apply dance skills and processes to problem-solving in academic study, career readiness, and daily life.

NE.FA.HS.1.1.F   Apply skills honed in dance to strengthen work in other academic and professional domains.

Strand (Artistic Process): Create

Dancers/Students combine movement and production elements to convey creative, technical, and artistic ideas.

NE.FA.HS.1.2 **Create, refine, and communicate artistic vision and movement concepts through dance.**

NE.FA.HS.1.2.A   Refine personal movement aesthetics with movement technique from a variety of dance forms to move in a technical and embodied way.

NE.FA.HS.1.2.B   Refine dance technique, from various dance genres, with personal movement aesthetics to embody functional alignment, body awareness, balance, flexibility, clarity of movement, weight shifts, rhythm, spatial awareness and safety.

NE.FA.HS.1.2.C   Create and memorize a theme or narrative progression with a clear beginning, middle, and end in an individual or collaborative dance.

NE.FA.HS.1.2.D   Independently or collaboratively create a personal work that communicates meaning through the intentional selection of dynamic movement, production elements, and staging.

Strand (Artistic Process): Perform

Dancers/Students refine and present works created with production and dance elements.

NE.FA.HS.1.3   Synthesize and perform artistic ideas and works through dance.

NE.FA.HS.1.3.A   Embody choreography that fully integrates the characteristics of space, audience, performers, and artistic intent into the dance performance.

NE.FA.HS.1.3.B   Synthesize dance and choreographic elements, spatial awareness, performance skills, technical growth, and artistic expression into a fully embodied and well-rehearsed performance.

NE.FA.HS.1.3.C   Perform a dance with fully integrated production elements that embody the artistic intent and thoughtfully accommodate for venues and audiences.

NE.FA.HS.1.3.D   Synthesize feedback from various sources to strengthen dance performances and choreography skills.

NE.FA.HS.1.3.E   Synthesize goal setting and revision throughout the dance process to continue to strengthen performance skills and recognize accomplishments.

NE.FA.HS.1.3.F   Embody responsible care and safe use practices before, during, and after performances to ensure longevity of equipment, spaces, and one's own body.

Strand (Artistic Process): Respond

Dancers/Students engage in analysis and interpretation to understand and evaluate artistic works.

NE.FA.HS.1.4 Evaluate responses to artistic works and intent.

NE.FA.HS.1.4.A Evaluate how patterns of movement and their relationships in a dance clarify the artistic intent, style, and/or themes.

NE.FA.HS.1.4.B Evaluate how choices in production elements, music, movement, and setting create meaning for dance.

NE.FA.HS.1.4.C Critique dance performances and/or choreography using independently selected criteria, supporting evidence, and artistic intent.

NE.FA.HS.1.4.D Debate how historical, social, and/or cultural contexts influence reactions and interpretations to various dance forms using relevant dance terminology.

Strand (Artistic Process): Creative Attribution

Dancers/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.HS.1.5 Evaluate the legal, ethical, and cultural implications of creating and sharing dance.

NE.FA.HS.1.5.A Evaluate the social, cultural, and media influences in one's own dance or choreography.

NE.FA.HS.1.5.B Evaluate one's own dance or choreography for cultural appropriation.

NE.FA.HS.1.5.C Evaluate how fair use, copyright, public domain, open source, and creative commons affect the ability of dancers to produce dance, including musical accompaniment.

NE.FA.HS.1.5.D Explain how to obtain the legal right to use another artist's choreography or musical accompaniment and cite that use in performances.

Dance Education Standards Vertical Alignment

The following displays the dance education standards for vertical alignment, allowing teachers and students to see the progression of the standards and indicators through grade bands.

Strand (Artistic Process): Connect

Dancers/Students connect to dance through personal, social, cultural, historical, and daily-life contexts.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Connect (Artistic Process)	NE.FA.1.1.1 Identify personal, social, cultural, and historical connections with dance.	NE.FA.1.3.1 Describe personal, social, cultural, and historical connections with dance.	NE.FA.5.1.1 Discuss personal, social, cultural, and historical connections with dance.	NE.FA.MS.1.1 Integrate and express personal, social, cultural, and historical connections with dance.	NE.FA.HS.1.1 Analyze the personal, social, cultural, and historical connections with dance.
Overall health and wellbeing (Personal Connection)	NE.FA.1.1.1.A Identify the health benefits of dance.	NE.FA.1.3.1.A Describe how health and nutrition enhance dance ability and overall health and wellbeing.	NE.FA.5.1.1.A Discuss the physical and cognitive challenges in dance and discuss ways to address them.	NE.FA.MS.1.1.A Integrate effective strategies to improve anatomical alignment and cognitive stressors in dance.	NE.FA.HS.1.1.A Implement a plan for preventing, monitoring, and overcoming anatomical and cognitive issues in dance.
Development and Influences of Dance (Contextual Understanding)	NE.FA.1.1.1.B Identify past and present styles of dance in global communities.	NE.FA.1.3.1.B Describe how dance reflects culture and ideas in global communities.	NE.FA.5.1.1.B Discuss the influence of various dance styles and cultures from global communities on American dance.	NE.FA.MS.1.1.B Express how American dance styles have influenced national and global dance trends.	NE.FA.HS.1.1.B Analyze the influence of global and national dance on individual choreographers and dancers.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Influences of Technology	NE.FA.1.1.1.C Identify how advances in technology have impacted the field of dance.	NE.FA.1.3.1.C Describe how advances in technology have impacted and contributed to the field of dance.	NE.FA.5.1.1.C Discuss how technology enhances the learning and creation of dance.	NE.FA.MS.1.1.C Express the relationship between technology, digital applications, and intellectual property in dance.	NE.FA.HS.1.1.C Apply emerging innovations, ethical use of intellectual property, and technologies in dance.
Interdisciplinary Connections	NE.FA.1.1.1.D Identify similarities and differences between dance and other arts disciplines.	NE.FA.1.3.1.D Describe collaborations between dance and other arts disciplines.	NE.FA.5.1.1.D Discuss how dance skills and processes compare with academic disciplines outside of the arts.	NE.FA.MS.1.1.D Express how dance skills and processes enhance learning across all academic disciplines.	NE.FA.HS.1.1.D Analyze interdisciplinary connections in dance across different career fields and populations.
Transferrable Skills	NE.FA.1.1.1.E Identify dance in daily life.	NE.FA.1.3.1.E Describe dance in the daily life of a local community.	NE.FA.5.1.1.E Discuss how dance promotes civic engagement.	NE.FA.MS.1.1.E Express how dance and performance skills relate to skills needed in everyday life.	NE.FA.HS.1.1.E Apply dance skills and processes to problem-solving in academic study, career readiness, and daily life.
Career Readiness	NE.FA.1.1.1.F Identify various roles and careers in dance.	NE.FA.1.3.1.F Describe dance careers and organizations in Nebraska.	NE.FA.5.1.1.F Discuss the skills and characteristics needed to have a career in dance or a dance-related field.	NE.FA.MS.1.1.F Express how dance skills, characteristics and behaviors contribute to success in college and career readiness.	NE.FA.HS.1.1.F Apply skills honed in dance to strengthen work in other academic and professional domains.

Strand (Artistic Process): Create

Dancers/Students combine movement and production elements to convey creative, technical, and artistic ideas.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Create (Artistic Process)	NE.FA.1.1.2 Create movement concepts and sequencing through imagination and play.	NE.FA.3.1.2 Create dance concepts and sequencing through improvisation and choreography.	NE.FA.5.1.2 Create and develop dance concepts and sequences through movement manipulation and adaptation.	NE.FA.MS.1.2 Create and communicate concepts, meaning, and artistic vision through dance.	NE.FA.HS.1.2 Create, refine, and communicate artistic vision and movement concepts through dance.
Movement and Technique	NE.FA.1.1.2.A Create locomotor and non-locomotor movements through body, action, shape, space, time, and/or energy games.	NE.FA.3.1.2.A Investigate how changes in body, action, shape, space, time, and/or energy affect dynamics in locomotor and non-locomotor movements.	NE.FA.5.1.2.A Develop fundamental locomotor and non-locomotor movement techniques from a variety of dance styles and for various body types and mobility levels.	NE.FA.MS.1.2.A Demonstrate increased proficiency of movement techniques from a variety of dance styles for various body types and mobility levels.	NE.FA.HS.1.2.A Refine personal movement aesthetics with movement technique from a variety of dance forms to move in a technical and embodied way.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Movement Concepts	NE.FA.1.1.2.B Exhibit emerging body awareness, rhythm, and spatial awareness while moving in playful ways.	NE.FA.3.1.2.B Navigate emerging body awareness, balance, rhythm, and spatial awareness through improvisation.	NE.FA.5.1.2.B Develop dance technique from various dance genres with a focus on body awareness, balance, endurance, flexibility, rhythm, spatial awareness, and safety.	NE.FA.MS.1.2.B Demonstrate dance technique from various dance genres with a focus on functional alignment, body awareness, balance, flexibility, weight shifts, rhythm, spatial awareness, and safety.	NE.FA.HS.1.2.B Refine dance technique, from various dance genres, with personal movement aesthetics to embody functional alignment, body awareness, balance, flexibility, clarity of movement, weight shifts, rhythm, spatial awareness and safety.
Movement Phrases and Sequences	NE.FA.1.1.2.C Create a short movement phrase with a clear beginning, middle, and end.	NE.FA.3.1.2.C Create and memorize a short movement phrase with a clear beginning, middle, and end.	NE.FA.5.1.2.C Create and memorize a short dance or dance sequence with a clear beginning, middle, and end.	NE.FA.MS.1.2.C Create and memorize an individual or collaborative dance with a clear beginning, middle, and end.	NE.FA.HS.1.2.C Create and memorize a theme or narrative progression with a clear beginning, middle, and end in an individual or collaborative dance.
Convey Meaning	NE.FA.1.1.2.D Explore how movement communicates ideas, feelings, images, and meaning through improvisation.	NE.FA.3.1.2.D Demonstrate how movement communicates ideas, feelings, images, and meaning in short, choreographed phrases.	NE.FA.5.1.2.D Investigate how staging in a performance space communicates ideas, feelings, images and meaning to the audience.	NE.FA.MS.1.2.D Analyze the relationship between production elements, music, movement, and performance skills in creating meaning for performed or observed dances.	NE.FA.HS.1.2.D Independently or collaboratively create a personal work that communicates meaning through the intentional selection of dynamic movement, production elements, and staging.

Strand (Artistic Process): Perform

Dancers/Students refine and present works created with production and dance elements.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Perform (Artistic Process)	NE.FA.1.1.3 With prompting and support, develop and show artistic ideas and works through dance.	NE.FA.3.1.3 Develop and show artistic ideas and works through dance.	NE.FA.5.1.3 Revise and perform artistic ideas and works through dance.	NE.FA.MS.1.3 Refine and perform artistic ideas and works through dance.	NE.FA.HS.4.3. Synthesize and perform artistic ideas and works through dance.
Space	NE.FA.1.1.3.A Dance for and with others in designated spaces.	NE.FA.3.1.3.A Demonstrate dance in a space where the audience and performers occupy different areas and roles.	NE.FA.5.1.3.A Revise choreography by modifying spacing, movement, and focus to perform for various venues and audiences.	NE.FA.MS.1.3.A Refine choreography by modifying spacing, movement, focus and artistic intent to perform for various performance venues and audiences.	NE.FA.HS.1.3.A Embody choreography that fully integrates the characteristics of space, audience, performers, and artistic intent into the dance performance.
Rehearsal Process	NE.FA.1.1.3.B Demonstrate how dance elements, spatial awareness, and performance skills are used in performance.	NE.FA.3.1.3.B Demonstrate how dance and choreographic elements, spatial awareness, and performance skills are used in a rehearsed performance.	NE.FA.5.1.3.B Revise dance and choreographic elements, spatial awareness, performance skills, and technical growth into a well-rehearsed performance.	NE.FA.MS.1.3.B Refine dance and choreographic elements, spatial awareness, performance skills, technical growth, and artistic expression into a well-rehearsed performance.	NE.FA.HS.1.3.B Synthesize dance and choreographic elements, spatial awareness, performance skills, technical growth, and artistic expression into a fully embodied and well-rehearsed performance.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Production Elements	NE.FA.1.1.3.C With prompting and support, show a dance with production elements like simple props, scenery, and/or sound.	NE.FA.3.1.3.C Show a dance with production elements like simple props, scenery, sound, costumes, lighting, and/or projections.	NE.FA.5.1.3.C Perform a dance with self-selected production elements that strengthen the artistic intent.	NE.FA.MS.1.3.C Perform a dance with production elements that strengthen the artistic intent, accommodate for various performance spaces, and are collaboratively designed.	NE.FA.HS.1.3.C Perform a dance with fully integrated production elements that embody the artistic intent and thoughtfully accommodate for venues and audiences.
Feedback and Self Reflection	NE.FA.1.1.3.D With prompting and support, develop dance and performance skills by incorporating feedback from the teacher and/or peers.	NE.FA.3.1.3.D Develop dance and performance skills by incorporating feedback from the teacher, peers, and/or self.	NE.FA.5.1.3.D Apply feedback from teacher and/or peers to strengthen dance performance and choreography skills.	NE.FA.MS.1.3.D Refine dance performance and choreography skills using self-assessment, teacher, and/or peer feedback.	NE.FA.HS.1.3.D Synthesize feedback from various sources to strengthen dance performances and choreography skills.
Goal Setting	NE.FA.1.1.3.E With prompting and support, develop a goal to strengthen memorization, spatial awareness, and/or stage presence.	NE.FA.3.1.3.E Develop goals to strengthen memorization, spatial awareness, staging, and/or stage presence.	NE.FA.3.1.3.E Revise goals through self-reflection to strengthen memorization, spatial awareness, staging, technique, and/or stage presence.	NE.FA.MS.1.3.E Refine goals after each performance to strengthen memorization, spatial awareness, staging, technique, and/or stage presence for the next performance.	NE.FA.HS.1.3.E Synthesize goal setting and revision throughout the dance process to continue to strengthen performance skills and recognize accomplishments.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Healthy Practices and Safety	NE.FA.1.1.3.F With prompting and support, demonstrate responsible care and safe use of equipment and space.	NE.FA.3.1.3.F Demonstrate responsible care and safe use of equipment and space while performing in various settings.	NE.FA.5.1.3.F Demonstrate responsible care and safe use of equipment, rehearsal and performance spaces, and one's own body through healthy stretching and hydration practices while performing in various settings.	NE.FA.MS.1.3.F Integrate responsible care and safe use practices for equipment, spaces, and one's own body through healthy stretching, hydration, and nutrition into a personal performance regimen.	NE.FA.HS.1.3.F Embody responsible care and safe use practices before, during, and after performances to ensure longevity of equipment, spaces, and one's own body.

Strand (Artistic Process): Respond

Dancers/Students engage in analysis and interpretation to understand and evaluate artistic works.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Respond (Artistic Process)	NE.FA.1.1.4 Identify responses to artistic works.	NE.FA.3.1.4 Describe responses to artistic works.	NE.FA.5.1.4 Discuss responses to artistic works and intent.	NE.FA.MS.1.4 Analyze responses to artistic works and intent.	NE.FA.HS.1.4 Evaluate responses to artistic works and intent.
Observation of Patterns of Movement, Style, Theme	NE.FA.1.1.4.A Identify a movement that repeats in a dance to make a pattern.	NE.FA.3.1.4.A Describe patterns of movement in a dance that create a style or theme.	NE.FA.5.1.4.A Discuss patterns of movement and their relationships to styles and/or themed dances.	NE.FA.MS.1.4.A Analyze patterns of movement and their relationships in a dance to interpret artistic intent, style, and/or themes.	NE.FA.HS.1.4.A Evaluate how patterns of movement and their relationships in a dance clarify the artistic intent, style, and/or themes.
Interpretation - Meaning through artistic intent.	NE.FA.1.1.4.B Identify how movement and shapes communicate feelings and ideas.	NE.FA.3.1.4.B Describe the relationship between music and movement in creating meaning for dance.	NE.FA.5.1.4.B Discuss the relationship between production elements, music, and movement in creating meaning for dance.	NE.FA.MS.1.4.B Analyze the impact of production elements, music, and movement in creating meaning for dance.	NE.FA.HS.1.4.B Evaluate how choices in production elements, music, movement, and setting create meaning for dance.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Critique	NE.FA.1.1.4.C Identify strengths of a dance performance.	NE.FA.3.1.4.C Describe strengths and areas for improvement for dance performances.	NE.FA.5.1.4.C Discuss strengths and areas of improvement for dance performances and/or choreography using teacher-selected criteria.	NE.FA.MS.1.4.C Analyze strengths and areas of improvement for dance performances and/or choreography using teacher-selected criteria.	NE.FA.HS.1.4.C Critique dance performances and/or choreography using independently selected criteria, supporting evidence, and artistic intent.
Aesthetic Response	NE.FA.1.1.4.D Identify personal reactions and interpretations to various dance forms.	NE.FA.3.1.4.D Describe personal reactions and interpretations to various dance forms.	NE.FA.5.1.4.D Discuss personal reactions and interpretations to various dance forms using relevant dance terminology.	NE.FA.MS.1.4.D Analyze how historical, social, and/or cultural contexts influence reactions to various dance forms.	NE.FA.HS.1.4.D Debate how historical, social, and/or cultural contexts influence reactions and interpretations to various dance forms using relevant dance terminology.

Strand (Artistic Process): Creative Attribution

Dancers/Students appropriately represent, acknowledge, and attribute the creative works of others.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Creative Attribution (Artistic Process)	NE.FA.1.1.5 Identify the difference between original and copied dance movements.	NE.FA.3.1.5 Describe the difference between learning another's choreography and creating original movement.	NE.FA.5.1.5 Describe how to responsibly use and adapt dance works.	NE.FA.MS.1.5. Explain how to legally and ethically create, adapt, and share dances, elements, and musical accompaniments in both physical and digital spaces.	NE.FA.HS.1.5 Evaluate the legal, ethical, and cultural implications of creating and sharing dance.
Inspirational Influences	NE.FA.1.1.5.A Identify when a dance move is one's own or someone else's.	NE.FA.3.1.5.A Describe when dance of an individual or group influences the dance of another individual or group.	NE.FA.5.1.5.A Credit choreographers when using or adapting their work.	NE.FA.MS.1.5.A Explain the social, cultural, and media influences on movement styles and dance elements.	NE.FA.HS.1.5.A Evaluate the social, cultural, and media influences in one's own dance or choreography.
Cultures	NE.FA.1.1.5.B Identify ways in which dances reflect groups of people.	NE.FA.3.1.5.B Describe respectful representation of cultures in dance.	NE.FA.5.1.5.B Describe how to incorporate dances from various groups of people that accurately represent, honor, and respect the culture.	NE.FA.MS.1.5.B Explain how cultural appropriation can occur in dance.	NE.FA.HS.1.5.B Evaluate one's own dance or choreography for cultural appropriation.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Obtaining Permission	NE.FA.1.1.5.C Ask permission before copying or sharing others' dances.	NE.FA.3.1.5.C Describe when permission should be obtained when creating and sharing dance.	NE.FA.5.1.5.C Use digital tools safely and ethically to record or share movement.	NE.FA.MS.1.5.C Explain how fair use, copyright, public domain, open source, and creative commons affect the ability of dancers to create and produce dance, including musical accompaniment.	NE.FA.HS.1.5.C Evaluate how fair use, copyright, public domain, open source, and creative commons affect the ability of dancers to produce dance, including musical accompaniment.
Giving Credit	NE.FA.1.1.5.D Explain why we credit others for their ideas.	NE.FA.3.1.5.D Describe how to give credit when dances are inspired by others.	NE.FA.5.1.5.D Responsibly use and acknowledge online or digital resources and musical accompaniments when performing and sharing dances.	NE.FA.MS.1.5.D Acknowledge artists correctly when using or adapting their dance or musical accompaniment.	NE.FA.HS.1.5.D Explain how to obtain the legal right to use another artist's choreography or musical accompaniment and cite that use in performances.

Nebraska College and Career Ready Standards

DRAFT: Media Arts Education Standards

The following draft includes the proposed revisions to Nebraska College- and Career-Ready Standards for Media Arts.

Grade Band: Kindergarten and Grade 1

Strand (Artistic Process): Connect

Artists/Students make meaning in their art by connecting their perceptions, knowledge, and personal experiences showing how media arts relates to different contexts and the human experience.

NE.FA.1.2.1   Identify personal, social, cultural, and historical connections with media artworks.

NE.FA.1.2.1.A   Identify the connections between media artworks and personal experiences, emotions, or community events.

NE.FA.1.2.1.BIdentify how people communicate personal experiences and culture through media artworks created with various technologies.

NE.FA.1.2.1.C   Identify how advances in technology have impacted media arts.

NE.FA.1.2.1.D   Identify similarities and differences between media arts and other arts disciplines.

NE.FA.1.2.1.EIdentify career readiness skills in the field of media arts.

NE.FA.1.2.1.FIdentify various roles and careers in media arts.

Strand (Artistic Process): Create

Artists/Students use the creative process—combining imagination, inquiry, reasoning, and technical skill—to explore ideas and concepts and create meaningful media artworks.

NE.FA.1.2.2   Create media artworks using imagination and reasoning from the creative process.

NE.FA.1.2.2.A With prompting and support, explore ideas through pre-production processes and investigate various media and techniques to plan and communicate ideas visually.

NE.FA.1.2.2.B With prompting and support, identify the production steps to create artworks using media arts tools that incorporate the elements or art, principles of design, and creative strategies.

NE.FA.1.2.2.C   With prompting and support, develop a goal that demonstrates time management and perseverance through creative and technical challenges to produce media artwork.

NE.FA.1.2.2.D   With prompting and support, demonstrate artistic skills and techniques that express ideas through self-reflection and feedback from teacher and/or peers.

NE.FA.1.2.2.E With prompting and support, demonstrate responsible care of tools and equipment, follow ethical use of media and technology, and display safe and appropriate use of all physical and digital spaces.

Strand (Artistic Process): Present

Artists/Students consider various techniques, methods, evolving media/technologies, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and media artworks for preservation and presentation.

NE.FA.1.2.3 With prompting and support, select and show artistic ideas and works through media arts.

NE.FA.1.2.3.A With prompting and support, share an oral or written artist statement that communicates artistic voice and intent.

NE.FA.1.2.3.B With prompting and support, select media artworks that communicate an artistic idea.

NE.FA.1.2.3.C With prompting and support, display a media artwork for a specific place and purpose, applying the appropriate methods and processes.

Strand (Artistic Process): Respond

Artists/Students analyze and evaluate how media artworks, design, and images express and communicate meaning.

NE.FA.1.2.4 Identify responses to media artworks.

NE.FA.1.2.4.A Identify the subject, form, content, and digital technologies in a media artwork.

NE.FA.1.2.4.B Identify how the subject, form, content, digital technologies, and/or context create meaning in a media artwork.

NE.FA.1.2.4.C With prompting and support, identify how media artworks communicate meaning and intention by recognizing artistic characteristics and using relevant visual and media arts terminology.

NE.FA.1.2.4.D Identify personal response to various media artworks.

Strand (Artistic Process): Creative Attribution

Artists/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.1.2.5 Identify the difference between original and copied artistic ideas.

NE.FA.1.2.5.AIdentify when an artistic idea is one's own or someone else's.

NE.FA.1.2.5.BIdentify ways in which media artworks reflect groups of people.

NE.FA.1.2.5.C   Ask permission before photographing or filming others, and before copying or sharing others' ideas, content, or media artworks.

NE.FA.1.2.5.D   Explain why we credit others for their ideas.

Grade Band: Grades 3 and 4

Strand (Artistic Process): Connect

Artists/Students make meaning in their art by connecting their perceptions, knowledge, and personal experiences showing how media arts relates to different contexts and the human experience.

NE.FA.3.2.1   **Describe personal, social, cultural, and historical connections with media artworks.**

NE.FA.3.2.1.ADescribe the connections between media artwork and personal experiences, emotions, or community events.

NE.FA.3.2.1.BDescribe the connections between contemporary, historical, and cultural contexts of media artworks created with various technologies.

NE.FA.3.2.1.C   Describe how advances in technology have impacted and contributed to media arts.

NE.FA.3.2.1.D   Describe the integration of media arts in other arts disciplines.

NE.FA.3.5.1.EDescribe career readiness skills in the field of media arts.

NE.FA.3.5.1.FDescribe media arts careers and organizations in Nebraska.

Strand (Artistic Process): Create

Artists/Students use the creative process—combining imagination, inquiry, reasoning, and technical skill—to explore ideas and concepts and create meaningful media artworks.

NE.FA.3.2.2   **Create media artworks using imagination, reasoning, and technical skill from the creative process.**

NE.FA.3.2.2.AExplore ideas through pre-production processes and investigate various media and techniques to plan and communicate ideas visually.

NE.FA.3.2.2.BIdentify the production steps to create artworks using media arts tools that incorporate the elements or art, principles of design, and creative strategies.

NE.FA.3.2.2.C   Develop a goal that demonstrates time management and perseverance through creative and technical challenges to produce media artwork.

NE.FA.3.2.2.D   Demonstrate artistic skills and techniques that express ideas through self-reflection and feedback from teacher and/or peers.

NE.FA.3.2.2.E   Demonstrate responsible care of tools and equipment, follow ethical use of media and technology, and display the safe and appropriate use of all physical and digital spaces.

Strand (Artistic Process): Present

Artists/Students consider various techniques, methods, evolving media/technologies, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and media artworks for preservation and presentation.

NE.FA.3.2.3   Develop and show artistic ideas and works through media arts.

NE.FA.3.2.3.A Develop an oral or written artist or curation statement that communicates artistic voice and intent.

NE.FA.3.2.3.B Select media artworks that communicate an artistic idea.

NE.FA.3.2.3.C   Display a media artwork for a specific place and purpose, applying the appropriate methods and processes.

Strand (Artistic Process): Respond

Artists/Students analyze and evaluate how media artworks, design, and images express and communicate meaning.

NE.FA.3.2.4   Describe responses to media artworks.

NE.FA.3.2.4.A Describe the subject, form, content, and digital technologies in a media artwork.

NE.FA.3.2.4.B Describe how the subject, form, content, digital technologies, and/or context create meaning in a media artwork.

NE.FA.3.2.4.C   Describe how media artworks communicate meaning and intention by recognizing artistic characteristics using relevant visual and media arts terminology.

NE.FA.3.2.4.D   Describe personal response to various media artworks.

Strand (Artistic Process): Creative Attribution

Artists/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.3.2.5   Describe the difference between copying another's ideas, content, or media artworks and creating one's own.

NE.FA.3.2.5.ADescribe when ideas or content of an individual influence the work of another individual.

NE.FA.3.2.5.BDescribe respectful representation of cultures in creating and sharing ideas, content, and media artworks.

NE.FA.3.2.5.C   Describe when permission should be obtained when creating and sharing media arts ideas, content, and works.

NE.FA.3.2.5.DDescribe how to give credit when one is inspired by the work of others.

Grade Band: Grades 4 and 5

Strand (Artistic Process): Connect

Artists/Students make meaning in their art by connecting their perceptions, knowledge, and personal experiences showing how media arts relates to different contexts and the human experience.

NE.FA.5.2.1 Discuss personal, social, cultural, and historical connections with media artworks.

NE.FA.5.2.1.A Discuss connections between personal experiences, emotions, or community events that inspire media artworks.

NE.FA.5.2.1.B Discuss the connections between contemporary, historical, and cultural contexts of media artworks created with various technologies.

NE.FA.5.2.1.C Discuss how advances in technology impact learning about and creating media arts.

NE.FA.5.2.1.D Discuss how media arts skills and processes compare with academic disciplines outside of the arts.

NE.FA.5.2.1.E Discuss how media arts promote civic engagement.

NE.FA.5.2.1.F Discuss the skills and characteristics needed to have a career in media arts or a media arts-related field.

Strand (Artistic Process): Create

Artists/Students use the creative process—combining imagination, inquiry, reasoning, and technical skill—to explore ideas and concepts and create meaningful media artworks.

NE.FA.5.2.2   **Create and develop media artworks using imagination, reasoning, and technical skill from the creative process.**

NE.FA.5.2.2.A Develop ideas through pre-production and investigate various media and techniques to communicate personal voice.

NE.FA.5.2.2.B Develop innovative media artworks that demonstrate clear, intentional choices, determining and prototyping production steps using the elements of art, principles of design, and creative strategies.

NE.FA.5.2.2.C Revise goals and processes that demonstrate time management and perseverance through creative and technical challenges to produce purposefully relevant media artwork.

NE.FA.5.2.2.D Apply evidence-supported feedback from self, teacher, and/or peers to strengthen media artworks through the creative process.

NE.FA.5.2.2.E Develop habits for the responsible care of tools and equipment, follow ethical use of media and technology, and demonstrate the safe and appropriate use of all physical and digital spaces.

Strand (Artistic Process): Present

Artists/Students consider various techniques, methods, evolving media/technologies, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and media artworks for preservation and presentation.

NE.FA.5.2.3 Collect and display artistic ideas and works through media arts.

NE.FA.5.2.3.ADisplay an oral, written, or digital artist or curation statement that communicates artistic voice and intent categorizing how artworks, artifacts, and/or objects in a body of work convey meaning, purpose, and relevance.

NE.FA.5.2.3.BCollect media artworks such as compatible media formats, web portfolio, etc., with artifacts from the creative process that communicate an artistic idea.

NE.FA.5.2.3.C Display media artworks for a specific place and purpose, applying the appropriate methods and processes.

Strand (Artistic Process): Respond

Artists/Students analyze and evaluate how media artworks, design, and images express and communicate meaning.

NE.FA.5.2.4 Discuss responses to media artworks and intent.

NE.FA.5.2.4.AAnalyze the subject, form, content, and digital technologies in a media artwork.

NE.FA.5.2.4.BDiscuss how the subject, form, content, digital technologies, and/or context create meaning in a media artwork.

NE.FA.5.4.5.C Discuss how media artworks communicate meaning and intention using visual evidence and relevant visual and media arts terminology.

NE.FA.5.2.4.D Discuss a variety of responses to a media artwork.

Strand (Artistic Process): Creative Attribution

Artists/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.5.2.5 Describe how to responsibly use and adapt media arts ideas, content, or works.

NE.FA.5.2.5.A Credit others when using or adapting their work.

NE.FA.5.2.5.B Discuss how to incorporate artistic ideas from various groups of people that accurately represent, honor, and respect the culture.

NE.FA.5.2.5.C   Access media legally, using digital tools safely and ethically, when creating media artworks or sharing someone else's work.

NE.FA.5.2.5.D   Responsibly use and acknowledge online or digital resources when creating, sharing, or presenting artistic ideas, content, and works.

Grade Band: Middle School (Grades 6-8)

Strand (Artistic Process): Connect

Artists/Students make meaning in their art by connecting their perceptions, knowledge, and personal experiences showing how media arts relates to different contexts and the human experience.

NE.FA.MS.2.1   **Integrate and express personal, social, cultural, and historical connections with media artworks.**

NE.FA.MS.2.1.A   Express how media artists define, shape, and empower their lives to inspire their artwork.

NE.FA.MS.2.1.B   Integrate ideas about artworks created with various technologies with contemporary, historical, and cultural contexts.

NE.FA.MS.2.1.C   Explain the relationship between technology, digital applications, and intellectual property in media arts.

NE.FA.MS.2.1.D   Express how media arts skills and processes enhance learning across all academic disciplines.

NE.FA.MS.2.1.E   Explain how media artists contribute to community success.

NE.FA.MS.2.1.F   Express how media art skills, characteristics, and behaviors contribute to success in college and career readiness.

Strand (Artistic Process): Create

Artists/Students use the creative process—combining imagination, inquiry, reasoning, and technical skill—to explore ideas and concepts and create meaningful media artworks.

NE.FA.MS.2.2   **Create and communicate concepts, meaning, and artistic vision using imagination, reasoning, and technical skill from the creative process through media arts.**

NE.FA.MS.2.2.A   Examine ideas and challenges through pre-production and investigate various media and techniques to communicate personal voice.

NE.FA.MS.2.2.B   Create innovative media artworks that communicate meaning by implementing and prototyping production steps using the elements of art, principles of design, and creative strategies.

NE.FA.MS.2.2.C   Refine goals and revision processes while considering time management and perseverance through creative and technical challenges to produce purposefully relevant media artwork.

NE.FA.MS.2.2.D   Refine media artworks throughout the creative process based on self-reflection and evidence-supported teacher and/or peer feedback.

NE.FA.MS.2.2.E   Integrate the responsible care of tools and equipment, ethical use of media and technology, and the safe and appropriate use of all physical and digital spaces into studio practices in media arts.

Strand (Artistic Process): Present

Artists/Students consider various techniques, methods, evolving media/technologies, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and media artworks for preservation and presentation.

NE.FA.MS.2.3   Collect and exhibit artistic ideas and works through media arts.

NE.FA.MS.2.3.A   Exhibit oral, written, or digital artistic and curation statements that communicate artistic voice and intent categorizing how artworks, artifacts, and/or objects in a body of work convey meaning, purpose, and relevance.

NE.FA.MS.2.3.B   Exhibit media artworks such as compatible media formats, web portfolio, brand development, or media campaign, etc. with artifacts and objects from the creative process that communicate artistic ideas.

NE.FA.MS.2.3.C   Exhibit media artworks for a specific context, place, and purpose such as correct file types, web portfolio, online exhibition, etc. and apply methods and processes that consider artisanship and venue and viewer interaction.

Strand (Artistic Process): Respond

Artists/Students analyze and evaluate how media artworks, design, and images express and communicate meaning.

NE.FA.MS.2.4   Analyze responses to media artworks and intent.

NE.FA.MS.2.4.A   Analyze the subject, form, content, and technologies in a media artwork.

NE.FA.MS.2.4.B   Analyze how the subject, form, content, digital technologies, and/or context create(s) meaning in a media artwork.

NE.FA.MS.2.4.C   Analyze how effectively media artworks communicate meaning and intention, collaboratively citing visual evidence and using relevant visual and media arts terminology.

NE.FA.MS.2.4.D   Analyze a variety of responses to a media artwork.

Strand (Artistic Process): Creative Attribution

Artists/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.MS.2.5 Explain how to legally and ethically create, adapt, and share media arts ideas, content, and works in both physical and digital spaces.

NE.FA.MS.2.5.A   Analyze the social, cultural, and media influences on artistic styles and works.

NE.FA.MS.2.5.B   Discuss how cultural appropriation, inauthenticity, and manipulation can occur in media arts and lead to misrepresentation of a group of people.

NE.FA.MS.2.5.C   Describe how fair use, copyright, public domain, open source, creative commons, and artificial intelligence affect the ability of artists to create, share, and present media arts ideas, content, and works authentically.

NE.FA.MS.2.5.D Acknowledge others correctly when influenced by their ideas, content, or work.

Grade Band: High School (Grades 9-12)

Strand (Artistic Process): Connect

Artists/Students make meaning in their art by connecting their perceptions, knowledge, and personal experiences showing how media arts relates to different contexts and the human experience.

NE.FA.HS.2.1   **Analyze the personal, social, cultural, and historical connections with media artworks.**

NE.FA.HS.2.1.A Analyze how artists use their knowledge and experience to inspire personal creativity and artwork.

NE.FA.HS.2.1.B Analyze artworks created with various technologies considering contemporary, historical, and cultural contexts.

NE.FA.HS.2.1.C Apply emerging innovations, ethical use of intellectual property, and appropriate use of technologies to create media arts.

NE.FA.HS.2.1.D Analyze interdisciplinary connections in media arts across career fields and populations.

NE.FA.HS.2.1.E Analyze how media artists manage personal career development.

NE.FA.HS.2.1.FApply skills honed in media arts to strengthen work in other academic and professional domains.

Strand (Artistic Process): Create

Artists/Students use the creative process—combining imagination, inquiry, reasoning, and technical skill—to explore ideas and concepts and create meaningful media artworks.

NE.FA.HS.2.2 **Create, refine, and communicate concepts, meaning, and artistic vision using imagination, inquiry, reasoning, and technical skill from the creative process through media arts.**

NE.FA.HS.2.2.A   Synthesize multiple ideas, pre-production processes, techniques, and media that communicate purpose, personal voice, and intent.

NE.FA.HS.2.2.B   Refine the coordination and prototyping of production steps to develop innovative media artworks that communicate meaning and incorporate the elements of art, principles of design, and creative strategies.

NE.FA.HS.2.2.C   Synthesize goal setting and revision processes while considering time management and perseverance through creative and technical challenges to produce purposefully relevant media artwork.

NE.FA.HS.2.2.D   Synthesize evidence-supported feedback from various sources throughout the creative process to revise media artworks.

NE.FA.HS.2.2.E   Embody the responsible care of tools and equipment, ethical use of media and technology, and the safe and appropriate use of all physical and digital spaces into studio practices in media arts.

Strand (Artistic Process): Present

Artists/Students consider various techniques, methods, evolving media/technologies, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and media artworks for preservation and presentation.

NE.FA.HS.2.3 Curate and exhibit artistic ideas and works through media arts.

NE.FA.HS.2.3.A   Exhibit oral, written, or digital artistic and curation statements that communicate artistic voice and intent categorizing how artworks, artifacts, and/or objects in a body of work convey meaning, purpose, relevance, and connections to other artworks.

NE.FA.HS.2.3.B   Curate a body of work such as compatible media formats, web portfolio, online exhibition, brand development, media campaign, etc. with artifacts from the creative process that communicates artistic ideas.

NE.FA.HS.2.3.C   Curate media artworks for various contexts, places, and purposes such as correct file types, web portfolio, online exhibition, etc. and apply methods and processes that consider artisanship and venue and viewer interaction.

Strand (Artistic Process): Respond

Artists/Students analyze and evaluate how media artworks, design, and images express and communicate meaning.

NE.FA.HS.2.4 Evaluate responses to media artworks and intent.

NE.FA.HS.2.4.A   Evaluate an artist's use of subject, form, content, and digital technologies in media artworks.

NE.FA.HS.2.4.B   Evaluate how the subject, form, content, digital technologies, and/or context communicate meaning in media artworks.

NE.FA.HS.2.4.C   Evaluate how effectively media artworks communicate meaning and intention, independently citing visual evidence and using relevant visual and media arts terminology.

NE.FA.HS.2.4.D   Analyze a variety of responses to multiple media artworks.

Strand (Artistic Process): Creative Attribution

Artists/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.HS.2.5 **Evaluate the legal, ethical, and cultural implications of creating and sharing artworks.**

NE.FA.HS.2.5.A   Evaluate the social, cultural, and media influences in one's ideas, content, and work.

NE.FA.HS.2.5.B   Evaluate one's own media arts ideas, content and work for authenticity and cultural and/or artistic appropriation.

NE.FA.HS.2.5.C   Analyze how fair use, copyright, public domain, open source, creative commons, and artificial intelligence affect the ability of media artists to create, share, and present media arts ideas, content, and works authentically.

NE.FA.HS.2.5.D   Cite all creative influences, explaining how to obtain the legal and/or ethical right to use another's ideas, content, or work.

Media Arts Education Standards Vertical Alignment

The following displays the media arts education standards for vertical alignment, allowing teachers and students to see the progression of the standards and indicators through grade bands.

Strand (Artistic Process): Connect

Artists/Students make meaning in their art by connecting their perceptions, knowledge, and personal experiences showing how media arts relates to different contexts and the human experience.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Connect (Artistic Process)	NE.FA.1.2.1 Identify personal, social, cultural, and historical connections with media artworks.	NE.FA.3.2.1 Describe personal, social, cultural, and historical connections with media artworks.	NE.FA.5.2.1 Discuss personal, social, cultural, and historical connections with media artworks.	NE.FA.MS.2.1 Integrate and express personal, social, cultural, and historical connections with media artworks.	NE.FA.HS.2.1 Analyze the personal, social, cultural, and historical connections with media artworks.
Personal Connection	NE.FA.1.2.1.A Identify the connections between media artworks and personal experiences, emotions, or community events.	NE.FA.3.2.1.A Describe the connections between media artwork and personal experiences, emotions, or community events.	NE.FA.5.2.1.A Discuss connections between personal experiences, emotions, or community events that inspire media artworks.	NE.FA.MS.2.1.A Express how media artists define, shape, and empower their lives to inspire their artwork.	NE.FA.HS.2.1.A Analyze how artists use their knowledge and experience to inspire personal creativity and artwork.
Contextual Understanding	NE.FA.1.2.1.B Identify how people communicate personal experiences and culture through media artworks created with various technologies.	NE.FA.3.2.1.B Describe the connections between contemporary, historical, and cultural contexts of media artworks created with various technologies.	NE.FA.5.2.1.B Discuss the connections between contemporary, historical, and cultural contexts of media artworks created with various technologies.	NE.FA.MS.2.1.B Integrate ideas about artworks created with various technologies with contemporary, historical, and cultural contexts.	NE.FA.HS.2.1.B Analyze artworks created with various technologies considering contemporary, historical, and cultural contexts.
Influences of Technology	NE.FA.1.2.1.C Identify how advances in technology have impacted media arts.	NE.FA.3.2.1.C Describe how advances in technology have impacted and contributed to media arts.	NE.FA.5.2.1.C Discuss how advances in technology impact learning about and creating media arts.	NE.FA.MS.2.1.C Explain the relationship between technology, digital applications, and intellectual property in media arts.	NE.FA.HS.2.1.C Apply emerging innovations, ethical use of intellectual property, and appropriate use of technologies to create media arts.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Interdisciplinary Studies	NE.FA.1.2.1.D Identify similarities and differences between media arts and other arts disciplines.	NE.FA.3.2.1.D Describe the integration of media arts in other arts disciplines.	NE.FA.5.2.1.D Discuss how media arts skills and processes compare with academic disciplines outside of the arts.	NE.FA.MS.2.1.D Express how media arts skills and processes enhance learning across all academic disciplines.	NE.FA.HS.2.1.D Analyze interdisciplinary connections in media arts across career fields and populations.
Transferrable Skills	NE.FA.1.2.1.E Identify career readiness skills in the field of media arts.	NE.FA.3.5.1.E Describe career readiness skills in the field of media arts.	NE.FA.5.2.1.E Discuss how media arts promote civic engagement.	NE.FA.MS.2.1.E Explain how media artists contribute to community success.	NE.FA.HS.2.1.E Analyze how media artists manage personal career development.
Career Readiness	NE.FA.1.2.1.F Identify various roles and careers in media arts.	NE.FA.3.5.1.F Describe media arts careers and organizations in Nebraska.	NE.FA.5.2.1.F Discuss the skills and characteristics needed to have a career in media arts or a media arts-related field.	NE.FA.MS.2.1.F Express how media art skills, characteristics, and behaviors contribute to success in college and career readiness.	NE.FA.HS.2.1.F Apply skills honed in media arts to strengthen work in other academic and professional domains.

Strand (Artistic Process): Create

Artists/Students use the creative process—combining imagination, inquiry, reasoning, and technical skill—to explore ideas and concepts and create meaningful media artworks.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Create (Artistic Process)	NE.FA.1.2.2 Create media artworks using imagination and reasoning from the creative process.	NE.FA.3.2.2 Create media artworks using imagination, reasoning, and technical skill from the creative process.	NE.FA.5.2.2 Create and develop media artworks using imagination, reasoning, and technical skill from the creative process.	NE.FA.MS.2.2 Create and communicate concepts, meaning, and artistic vision using imagination, reasoning, and technical skill from the creative process through media arts.	NE.FA.HS.2.2 Create, refine, and communicate concepts, meaning, and artistic vision using imagination, inquiry, reasoning, and technical skill from the creative process through media arts.
Planning and Media	NE.FA.1.2.2.A With prompting and support, explore ideas through pre-production processes and investigate various media and techniques to plan and communicate ideas visually.	NE.FA.3.2.2.A Explore ideas through pre-production processes and investigate various media and techniques to plan and communicate ideas visually.	NE.FA.5.2.2.A Develop ideas through pre-production and investigate various media and techniques to communicate personal voice.	NE.FA.MS.2.2.A Examine ideas and challenges through pre-production and investigate various media and techniques to communicate personal voice.	NE.FA.HS.2.2.A Synthesize multiple ideas, pre-production processes, techniques, and media that communicate purpose, personal voice, and intent.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Design Process which comprises Composition, Elements of Ats, Principles of Design, Creative Strategies, Contemporary Art Practices	NE.FA.1.2.2.B With prompting and support, identify the production steps to create artworks using media arts tools that incorporate the elements or art, principles of design, and creative strategies.	NE.FA.3.2.2.B Identify the production steps to create artworks using media arts tools that incorporate the elements or art, principles of design, and creative strategies.	NE.FA.5.2.2.B Develop innovative media artworks that demonstrate clear, intentional choices, determining and prototyping production steps using the elements of art, principles of design, and creative strategies.	NE.FA.MS.2.2.B Create innovative media artworks that communicate meaning by implementing and prototyping production steps using the elements of art, principles of design, and creative strategies.	NE.FA.HS.2.2.B Refine the coordination and prototyping of production steps to develop innovative media artworks that communicate meaning and incorporate the elements of art, principles of design, and creative strategies.
Goal Setting, Time Management, and Perseverance	NE.FA.1.2.2.C With prompting and support, develop a goal that demonstrates time management and perseverance through creative and technical challenges to produce media artwork.	NE.FA.3.2.2.C Develop a goal that demonstrates time management and perseverance through creative and technical challenges to produce media artwork.	NE.FA.5.2.2.C Revise goals and processes that demonstrate time management and perseverance through creative and technical challenges to produce purposefully relevant media artwork.	NE.FA.MS.2.2.C Refine goals and revision processes while considering time management and perseverance through creative and technical challenges to produce purposefully relevant media artwork.	NE.FA.HS.2.2.C Synthesize goal setting and revision processes while considering time management and perseverance through creative and technical challenges to produce purposefully relevant media artwork.
Self-Reflection and Feedback	NE.FA.1.2.2.D With prompting and support, demonstrate artistic skills and techniques that express ideas through self-reflection and feedback from teacher and/or peers.	NE.FA.3.2.2.D Demonstrate artistic skills and techniques that express ideas through self-reflection and feedback from teacher and/or peers.	NE.FA.5.2.2.D Apply evidence-supported feedback from self, teacher, and/or peers to strengthen media artworks through the creative process.	NE.FA.MS.2.2.D Refine media artworks throughout the creative process based on self-reflection and evidence-supported teacher and/or peer feedback.	NE.FA.HS.2.2.D Synthesize evidence-supported feedback from various sources throughout the creative process to revise media artworks.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Studio Practices, Health and Safety	NE.FA.1.2.2.E With prompting and support, demonstrate responsible care of tools and equipment, follow ethical use of media and technology, and display safe and appropriate use of all physical and digital spaces.	NE.FA.3.2.2.E Demonstrate responsible care of tools and equipment, follow ethical use of media and technology, and display the safe and appropriate use of all physical and digital spaces.	NE.FA.5.2.2.E Develop habits for the responsible care of tools and equipment, follow ethical use of media and technology, and demonstrate the safe and appropriate use of all physical and digital spaces.	NE.FA.MS.2.2.E Integrate the responsible care of tools and equipment, ethical use of media and technology, and the safe and appropriate use of all physical and digital spaces into studio practices in media arts.	NE.FA.HS.2.2.E Embody the responsible care of tools and equipment, ethical use of media and technology, and the safe and appropriate use of all physical and digital spaces into studio practices in media arts.

Strand (Artistic Process): Present

Artists/Students consider various techniques, methods, evolving media/technologies, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and media artworks for preservation and presentation.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Present (Artistic Process)	NE.FA.1.2.3 With prompting and support, select and show artistic ideas and works through media arts.	NE.FA.3.2.3 Develop and show artistic ideas and works through media arts.	NE.FA.5.2.3 Collect and display artistic ideas and works through media arts.	NE.FA.MS.2.3 Collect and exhibit artistic ideas and works through media arts.	NE.FA.HS.2.3 Curate and exhibit artistic ideas and works through media arts.
Intent/Artistic Voice	NE.FA.1.2.3.A With prompting and support, share an oral or written artist statement that communicates artistic voice and intent.	NE.FA.3.2.3.A Develop an oral or written artist or curation statement that communicates artistic voice and intent.	NE.FA.5.2.3.A Display an oral, written, or digital artist or curation statement that communicates artistic voice and intent categorizing how artworks, artifacts, and/or objects in a body of work convey meaning, purpose, and relevance.	NE.FA.MS.2.3.A Exhibit oral, written, or digital artistic and curation statements that communicate artistic voice and intent categorizing how artworks, artifacts, and/or objects in a body of work convey meaning, purpose, and relevance.	NE.FA.HS.2.3.A Exhibit oral, written, or digital artistic and curation statements that communicate artistic voice and intent categorizing how artworks, artifacts, and/or objects in a body of work convey meaning, purpose, relevance, and connections to other artworks.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Selection and Curation	NE.FA.1.2.3.B With prompting and support, select media artworks that communicate an artistic idea.	NE.FA.3.2.3.B Select media artworks that communicate an artistic idea.	NE.FA.5.2.3.B Collect media artworks such as compatible media formats, web portfolio, etc., with artifacts from the creative process that communicate an artistic idea.	NE.FA.MS.2.3.B Exhibit media artworks such as compatible media formats, web portfolio, brand development, or media campaign, etc. with artifacts and objects from the creative process that communicate artistic ideas.	NE.FA.HS.2.3.B Curate a body of work such as compatible media formats, web portfolio, online exhibition, brand development, media campaign, etc. with artifacts from the creative process that communicates artistic ideas.
Presentation and Artisanship when Presenting	NE.FA.1.2.3.C With prompting and support, display a media artwork for a specific place and purpose, applying the appropriate methods and processes.	NE.FA.3.2.3.C Display a media artwork for a specific place and purpose, applying the appropriate methods and processes.	NE.FA.5.2.3.C Display media artworks for a specific place and purpose, applying the appropriate methods and processes.	NE.FA.MS.2.3.C Exhibit media artworks for a specific context, place, and purpose such as correct file types, web portfolio, online exhibition, etc. and apply methods and processes that consider artisanship and venue and viewer interaction.	NE.FA.HS.2.3.C Curate media artworks for various contexts, places, and purposes such as correct file types, web portfolio, online exhibition, etc. and apply methods and processes that consider artisanship and venue and viewer interaction.

Strand (Artistic Process): Respond

Artists/Students analyze and evaluate how media artworks, design, and images express and communicate meaning.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Respond (Artistic Process)	NE.FA.1.2.4 Identify responses to media artworks.	NE.FA.3.2.4 Describe responses to media artworks.	NE.FA.5.2.4 Discuss responses to media artworks and intent.	NE.FA.MS.2.4 Analyze responses to media artworks and intent.	NE.FA.HS.2.4 Evaluate responses to media artworks and intent.
Observation (Describe)	NE.FA.1.2.4.A Identify the subject, form, content, and digital technologies in a media artwork.	NE.FA.3.2.4.A Describe the subject, form, content, and digital technologies in a media artwork.	NE.FA.5.2.4.A Analyze the subject, form, content, and digital technologies in a media artwork.	NE.FA.MS.2.4.A Analyze the subject, form, content, and technologies in a media artwork.	NE.FA.HS.2.4.A Evaluate an artist's use of subject, form, content, and digital technologies in media artworks.
Interpretation	NE.FA.1.2.4.B Identify how the subject, form, content, digital technologies, and/or context create meaning in a media artwork.	NE.FA.3.2.4.B Describe how the subject, form, content, digital technologies, and/or context create meaning in a media artwork.	NE.FA.5.2.4.B Discuss how the subject, form, content, digital technologies, and/or context create meaning in a media artwork.	NE.FA.MS.2.4.B Analyze how the subject, form, content, digital technologies, and/or context create(s) meaning in a media artwork.	NE.FA.HS.2.4.B Evaluate how the subject, form, content, digital technologies, and/or context communicate meaning in media artworks.
Critique	NE.FA.1.2.4.C With prompting and support, identify how media artworks communicate meaning and intention by recognizing artistic characteristics and using relevant visual and media arts terminology.	NE.FA.3.2.4.C Describe how media artworks communicate meaning and intention by recognizing artistic characteristics using relevant visual and media arts terminology.	NE.FA.5.4.5.C Discuss how media artworks communicate meaning and intention using visual evidence and relevant visual and media arts terminology.	NE.FA.MS.2.4.C Analyze how effectively media artworks communicate meaning and intention, collaboratively citing visual evidence and using relevant visual and media arts terminology.	NE.FA.HS.2.4.C Evaluate how effectively media artworks communicate meaning and intention, independently citing visual evidence and using relevant visual and media arts terminology.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Aesthetic Response	NE.FA.1.2.4.D Identify personal response to various media artworks.	NE.FA.3.2.4.D Describe personal response to various media artworks.	NE.FA.5.2.4.D Discuss a variety of responses to a media artwork.	NE.FA.MS.2.4.D Analyze a variety of responses to a media artwork.	NE.FA.HS.2.4.D Analyze a variety of responses to multiple media artworks.

Strand (Artistic Process): Creative Attribution

Artists/Students appropriately represent, acknowledge, and attribute the creative works of others.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Creative Attribution (Artistic Process)	NE.FA.1.2.5 Identify the difference between original and copied artistic ideas.	NE.FA.3.2.5 Describe the difference between copying another's ideas, content, or media artworks and creating one's own.	NE.FA.5.2.5 Describe how to responsibly use and adapt media arts ideas, content, or works.	NE.FA.MS.2.5 Explain how to legally and ethically create, adapt, and share media arts ideas, content, and works in both physical and digital spaces.	NE.FA.HS.2.5 Evaluate the legal, ethical, and cultural implications of creating and sharing artworks.
Inspirational Influences	NE.FA.1.2.5.A Identify when an artistic idea is one's own or someone else's.	NE.FA.3.2.5.A Describe when ideas or content of an individual influence the work of another individual.	NE.FA.5.2.5.A Credit others when using or adapting their work.	NE.FA.MS.2.5.A Analyze the social, cultural, and media influences on artistic styles and works.	NE.FA.HS.2.5.A Evaluate the social, cultural, and media influences in one's ideas, content, and work.
Cultures	NE.FA.1.2.5.B Identify ways in which media artworks reflect groups of people.	NE.FA.3.2.5.B Describe respectful representation of cultures in creating and sharing ideas, content, and media artworks.	NE.FA.5.2.5.B Discuss how to incorporate artistic ideas from various groups of people that accurately represent, honor, and respect the culture.	NE.FA.MS.2.5.B Discuss how cultural appropriation, inauthenticity, and manipulation can occur in media arts and lead to misrepresentation of a group of people.	NE.FA.HS.2.5.B Evaluate one's own media arts ideas, content and work for authenticity and cultural and/or artistic appropriation.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Obtaining Permission	NE.FA.1.2.5.C Ask permission before photographing or filming others, and before copying or sharing others' ideas, content, or media artworks.	NE.FA.3.2.5.C Describe when permission should be obtained when creating and sharing media arts ideas, content, and works.	NE.FA.5.2.5.C Access media legally, using digital tools safely and ethically, when creating media artworks or sharing someone else's work.	NE.FA.MS.2.5.C Describe how fair use, copyright, public domain, open source, creative commons, and artificial intelligence affect the ability of artists to create, share, and present media arts ideas, content, and works authentically.	NE.FA.HS.2.5.C Analyze how fair use, copyright, public domain, open source, creative commons, and artificial intelligence affect the ability of media artists to create, share, and present media arts ideas, content, and works authentically.
Giving Credit	NE.FA.1.2.5.D Explain why we credit others for their ideas.	NE.FA.3.2.5.D Describe how to give credit when one is inspired by the work of others.	NE.FA.5.2.5.D Responsibly use and acknowledge online or digital resources when creating, sharing, or presenting artistic ideas, content, and works.	NE.FA.MS.2.5.D Acknowledge others correctly when influenced by their ideas, content, or work.	NE.FA.HS.2.5.D Cite all creative influences, explaining how to obtain the legal and/or ethical right to use another's ideas, content, or work.

Nebraska College and Career Ready Standards

DRAFT: Music Education Standards

The following draft includes the proposed revisions to Nebraska College- and Career-Ready Standards for Music.

Grade Band: Kindergarten and Grade 1

Strand (Artistic Process): Connect

Musicians/Students find meaning by connecting their creative experiences and understanding of music to multiple contexts and the human experience.

NE.FA.1.3.1   Identify personal, social, cultural, and historical connections with music.

NE.FA.1.3.1.A Identify fundamental concepts of music and connections to academic disciplines and life experiences.

NE.FA.1.3.1.B Identify fundamental concepts of music and connections to various social, cultural, and historical contexts.

NE.FA.1.3.1.C   Identify how advances in technology have impacted the field of music.

NE.FA.1.3.1.D   Identify similarities and differences between music and other arts disciplines.

NE.FA.1.3.1.E Identify music in daily life.

NE.FA.1.3.1.F Identify various roles and careers in music.

Strand (Artistic Process): Create

Musicians/Students find meaning in music through creating, exploring, and organizing sound to express ideas and emotions in original and meaningful ways.

NE.FA.1.3.2   With prompting and support, create music using pitch and/or rhythm.

NE.FA.1.3.2.AWith prompting and support, modify melodic and rhythmic musical ideas by adjusting pitch and/or rhythm.

NE.FA.1.3.2.BWith prompting and support, develop musical ideas into a longer musical thought using pitch and/or rhythm.

NE.FA.1.3.2.C   With prompting and support, improvise and/or compose music using pitch and/or rhythm with or without standard musical notation.

Strand (Artistic Process): Perform

Musicians/Students find meaning in music through performing with technical skill, interpretive decision-making, and expressive communication with listeners.

NE.FA.1.3.3   With prompting and support, develop and show artistic ideas and works through music.

NE.FA.1.3.3.A Demonstrate basic elements of music (pitch, rhythm, dynamics).

NE.FA.1.3.3.B With prompting and support, demonstrate music using rhythm, pitch, and dynamics in formal or informal settings.

NE.FA.1.3.3.C With prompting and support, demonstrate a variety of musical genres and/or styles and their performance techniques.

NE.FA.1.3.3.D With prompting and support, develop music performance skills such as posture, technique, and reading music using teacher feedback.

NE.FA.1.3.3.E With prompting and support, develop a musical goal for one's own self.

NE.FA.1.3.3.F With prompting and support, demonstrate responsible care and safe use of voice, equipment, and space.

Strand (Artistic Process): Respond

Musicians/Students find meaning by responding to performances and creative processes and evaluating how compositional techniques are used in music to convey meaning.

NE.FA.1.3.4 Identify responses to artistic works.

NE.FA.1.3.4.A Identify how music can be used to show meaning.

NE.FA.1.3.4.B Identify the characteristics and impact of musical works from a variety of different social, cultural, and historical contexts using appropriate music terminology.

NE.FA.1.3.4.C Identify how musical characteristics effectively express meaning in a performance or composition.

NE.FA.1.3.4.D Demonstrate active listening and appropriate responses during a musical presentation.

Strand (Artistic Process): Creative Attribution

Musicians/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.1.3.5   Identify the difference between original and copied musical ideas.

NE.FA.1.3.5.A Identify when a musical idea is one's own or someone else's.

NE.FA.1.3.5.B Identify ways in which music reflects groups of people.

NE.FA.1.3.5.C   Ask permission before copying or sharing others' musical ideas or work.

NE.FA.1.3.5.D   Explain why we credit others for their ideas.

Grade Band: Grades 3 and 4

Strand (Artistic Process): Connect

Musicians/Students find meaning by connecting their creative experiences and understanding of music to multiple contexts and the human experience.

NE.FA.3.3.1   Describe personal, social, cultural, and historical connections with music.

NE.FA.3.3.1.A Describe basic musical concepts and connections to various art forms, academic disciplines, and life experiences.

NE.FA.3.3.1.B Describe basic musical concepts and the connection to various social, cultural, and historical contexts.

NE.FA.3.3.1.C   Describe how advances in technology have impacted and contributed to the field of music.

NE.FA.3.3.1.D   Describe how music connects to other arts disciplines.

NE.FA.3.3.3.E Describe music in the daily life of a community.

NE.FA.3.3.3.F Describe music careers and organizations in Nebraska.

Strand (Artistic Process): Create

Musicians/Students find meaning in music through creating, exploring, and organizing sound to express ideas and emotions in original and meaningful ways.

NE.FA.3.3.2   Create music using pitch, rhythm, dynamics and/or form.

NE.FA.3.3.2.ADevelop new musical ideas using various elements of music like pitch, rhythm, dynamics, incorporating teacher feedback.

NE.FA.3.3.2.BDevelop musical ideas into musical thoughts using pitch, rhythm, dynamics and/or form, incorporating teacher feedback.

NE.FA.3.3.2.C   Improvise, compose, and/or arrange music using elements of music such as pitch, rhythm, dynamics, and/or form with or without standard or non-standard musical notation incorporating teacher feedback.

Strand (Artistic Process): Perform

Musicians/Students find meaning in music through performing with technical skill, interpretive decision-making, and expressive communication with listeners.

NE.FA.3.3.3   Develop and show artistic ideas and works through music.

NE.FA.3.3.3.ADemonstrate the elements of music (pitch, rhythm, dynamics, form).

NE.FA.3.3.3.BDemonstrate elements of music using rhythm, pitch, dynamics, and form in formal or informal settings.

NE.FA.3.3.3.C   Demonstrate a variety of musical genres and/or styles, and their performance techniques.

NE.FA.3.3.3.D   Demonstrate music performance skills such as posture, technique, and reading music using teacher and peer feedback.

NE.FA.3.3.3.EDevelop a musical goal for one's own self.

NE.FA.3.3.3.FDemonstrate responsible care and safe use of voice, equipment, and space.

Strand (Artistic Process): Respond

Musicians/Students find meaning by responding to performances and creative processes and evaluating how compositional techniques are used in music to convey meaning.

NE.FA.3.3.4   Describe responses to artistic works.

NE.FA.3.3.4.ADescribe how the performer or creator uses musical characteristics to show meaning.

NE.FA.3.3.4.BDescribe the settings and styles of musical works from a variety of social, cultural and historical contexts using appropriate music terminology.

NE.FA.3.3.4.C   Describe how musical characteristics effectively express meaning in a performance or composition.

NE.FA.3.3.4.D   Demonstrating active listening, appropriate responses, and respect for others during a musical presentation.

Strand (Artistic Process): Creative Attribution

Musicians/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.3.3.5   Describe the difference between performing another's musical work and creating original musical ideas or works.

NE.FA.3.3.5.A Describe when music of an individual or group influences the music of another individual or group.

NE.FA.3.3.5.B Describe respectful representation of cultures in musical works.

NE.FA.3.3.5.C   Describe when permission should be obtained when creating and sharing musical ideas and works.

NE.FA.3.3.5.D   Describe how to give credit when musical ideas and works are inspired by others.

Grade Band: Grades 4 and 5

Strand (Artistic Process): Connect

Musicians/Students find meaning by connecting their creative experiences and understanding of music to multiple contexts and the human experience.

NE.FA.5.3.1   Discuss personal, social, cultural, and historical connections with music.

NE.FA.5.3.1.ADiscuss general understanding of musical concepts and connections to various art forms, academic disciplines, and life experiences.

NE.FA.5.3.1.BDemonstrate a general understanding of musical concepts and connections to various social, cultural, and historical contexts.

NE.FA.5.3.1.C   Describe how technology enhances the learning and creation of music.

NE.FA.5.3.1.D   Discuss how music compares with academic disciplines outside of the arts.

NE.FA.5.3.1.EDiscuss how music promotes civic engagement.

NE.FA.5.3.1.FDiscuss the skills and characteristics needed to have a career in music or a music-related field.

Strand (Artistic Process): Create

Musicians/Students find meaning in music through creating, exploring, and organizing sound to express ideas and emotions in original and meaningful ways.

NE.FA.5.3.2 Create, develop, and/or arrange original or existing musical ideas using a variety of musical elements.

NE.FA.5.3.2.A Develop original musical ideas with teacher-generated criteria using a variety of the elements of music like pitch, rhythm, dynamics, form, and texture (accompaniments), either independently or collaboratively.

NE.FA.5.3.2.B Refine original musical ideas into musical thoughts exploring various elements of music such as pitch, rhythm, dynamics, form, or texture (accompaniments), either independently or collaboratively.

NE.FA.5.3.2.C Improvise, compose, and/or arrange music using a variety of the elements of music such as pitch, rhythm, dynamics, form, or texture (accompaniments) with standard or non-standard musical notation, either independently or collaboratively.

Strand (Artistic Process): Perform

Musicians/Students find meaning in music through performing with technical skill, interpretive decision-making, and expressive communication with listeners.

NE.FA.5.3.3 Revise and perform artistic ideas and works through music.

NE.FA.5.3.3.APerform elements of music (pitch, rhythm, dynamics, form, texture) with expression and technical accuracy.

NE.FA.5.3.3.BPerform music using rhythm, pitch, dynamics, correct posture, breath control/tone production, and style in formal or informal settings.

NE.FA.5.3.3.C   Perform a variety of musical genres and/or styles and their performance techniques.

NE.FA.5.3.3.D   Apply feedback from guided self-evaluation, teacher, and/or peers to strengthen music performance skills such as posture, technique, and reading music.

NE.FA.5.3.3.ERevise and accept feedback towards a goal focused on performing in an ensemble.

NE.FA.5.3.3.FDevelop responsible care and safe use of voice, equipment, spaces, and one's own body through healthy performance practices.

Strand (Artistic Process): Respond
Musicians/Students find meaning by responding to performances and creative processes and evaluating how compositional techniques are used in music to convey meaning.

NE.FA.5.3.4   Discuss responses to artistic works and intent.

NE.FA.5.4.3.ADiscuss how the performer or creator uses musical characteristics to show meaning.

NE.FA.5.4.3.BDiscuss the purpose and qualities of musical works from a variety of social, cultural, and historical contexts using appropriate music terminology.

NE.FA.5.4.3.C   Discuss how expressive and effective a performance or composition is using teacher-selected criteria.

NE.FA.5.4.3.D   Discuss interactions between performers and audiences, demonstrating appropriate responses to the setting.

Strand (Artistic Process): Creative Attribution
Musicians/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.5.3.5   Describe how to responsibly use and adapt musical ideas and works.

NE.FA.5.3.5.A Credit musicians when using or adapting their work.

NE.FA.5.3.5.B Discuss how to incorporate music from various groups of people that accurately represent, honor, and respect the culture.

NE.FA.5.3.5.C   Describe how to obtain permission to perform someone else's music.

NE.FA.5.3.5.D   Responsibly use and acknowledge online or digital resources when performing and sharing music.

Grade Band: Middle School (Grades 6-8)

Strand (Artistic Process): Connect

Musicians/Students find meaning by connecting their creative experiences and understanding of music to multiple contexts and the human experience.

NE.FA.MS.3.1 **Integrate and express personal, social, cultural, and historical connections with music.**

NE.FA.MS.3.1.A   Express the general understanding of musical concepts and connections to various art forms, academic disciplines, and life experiences.

NE.FA.MS.3.1.B   Express the understanding of musical concepts and connections to various social, cultural, and historical contexts.

NE.FA.MS.3.1.C   Express the relationship between technology, digital applications, and intellectual property in music.

NE.FA.MS.3.1.D   Express how musical skills relate to skills needed in everyday life.

NE.FA.MS.3.1.E   Express how music and performance skills relate to skills needed in everyday life.

NE.FA.MS.3.1.F   Express how music skills, characteristics and behaviors contribute to success in college and career readiness.

Strand (Artistic Process): Create

Musicians/Students find meaning in music through creating, exploring, and organizing sound to express ideas and emotions in original and meaningful ways.

NE.FA.MS.3.2   Create and communicate concepts and meaning through music.

NE.FA.MS.3.2.A   Revise short, original musical ideas into more developed musical expressions through traditional or non-traditional notation or recording.

NE.FA.MS.3.2.B   Refine previously created musical expressions into a music draft of a specified length using traditional or non-traditional notation, current technology, or recording.

NE.FA.MS.3.2.C   Improvise, compose, and/or arrange music to demonstrate how modifying musical elements communicate meaning, with or without standard musical notation.

Strand (Artistic Process): Perform

Musicians/Students find meaning in music through performing with technical skill, interpretive decision-making, and expressive communication with listeners.

NE.FA.MS.3.3   Refine and perform artistic ideas and works through music.

NE.FA.MS.3.3.A   Perform elements of music (pitch, rhythm, dynamics, form, texture, phrasing, articulation, diction) with refined expression and technical accuracy.

NE.FA.MS.3.3.B   Perform music using refined technique, intonation, tone, expression, dynamics, articulations, phrasing, and style in formal or informal settings.

NE.FA.MS.3.3.C   Perform a variety of musical genres and/or styles with refined technical accuracy.

NE.FA.MS.3.3.D   Refine solo and/or ensemble performance skills such as posture, technique, reading music, and communicating expressive intent using guided self-evaluation and feedback from others.

NE.FA.MS.3.3.E   Refine goal setting and revision processes into self-preparation and rehearsals to strengthen musical performance skills.

NE.FA.MS.3.3.F   Integrate responsible care and safe use of voice, equipment, spaces, and one's body through healthy performance practices.

Strand (Artistic Process): Respond

Musicians/Students find meaning by responding to performances and creative processes and evaluating how compositional techniques are used in music to convey meaning.

NE.FA.MS.3.4 Analyze responses to artistic works and intent.

NE.FA.MS.3.4.A   Analyze how the performer or creator uses compositional techniques and performance characteristics to convey expressive intent.

NE.FA.MS.3.4.B   Interpret how musical works from a variety of social, cultural, and historical contexts can be shaped by expressive qualities and listener perception.

NE.FA.MS.3.4.C   Collaboratively critique how expressive and effective a performance or composition is and discuss the critique using teacher-selected criteria.

NE.FA.MS.3.4.D   Analyze interactions between performers and audiences, demonstrating appropriate responses to the setting.

Strand (Artistic Process): Creative Attribution

Musicians/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.MS.3.5 Explain how to legally and ethically create, adapt, and share musical ideas and works in both physical and digital spaces.

NE.FA.MS.3.5.A   Analyze the social, cultural, and media influences on musical styles and works.

NE.FA.MS.3.5.B   Distinguish between original composition, adaptation, and arrangement explaining how cultural appropriation can occur in music.

NE.FA.MS.3.5.C   Describe how fair use, copyright, public domain, open source, and creative commons affect the ability of musicians to create, perform, and/or share original and arranged music.

NE.FA.MS.3.5.D   Acknowledge musical artists correctly when using or adapting their work.

Grade Band: High School (Grades 9-12)

Strand (Artistic Process): Connect

Musicians/Students find meaning by connecting their creative experiences and understanding of music to multiple contexts and the human experience.

NE.FA.HS.3.1   Analyze the personal, social, cultural, and historical connections with music.

NE.FA.HS.3.1.A   Analyze the understanding of musical concepts and connections to various art forms, academic disciplines, and life experiences.

NE.FA.HS.3.1.B   Analyze the development of music through historical time periods.

NE.FA.HS.3.1.C   Apply emerging innovations and technologies in music.

NE.FA.HS.3.1.D   Analyze how musical skills relate to problem-solving and perseverance in academic study, career readiness, and daily life.

NE.FA.HS.3.1.E   Apply musical skills and processes to academic study, career readiness, and daily life.

NE.FA.HS.3.1.F   Apply the skills honed in music to strengthen work in other academic and professional domains.

Strand (Artistic Process): Create

Musicians/Students find meaning in music through creating, exploring, and organizing sound to express ideas and emotions in original and meaningful ways.

NE.FA.HS.3.2   Create, refine, and communicate artistic vision and concepts through music.

NE.FA.HS.3.2.A   Synthesize new music by generating original ideas or combining existing musical ideas into a draft, using traditional or non-traditional notation, current technology, and/or recording.

NE.FA.HS.3.2.B   Evaluate musical drafts for clarity and artistic intent.

NE.FA.HS.3.2.C   Improvise, compose, and/or arrange music with an analytical understanding of how the musical elements communicate meaning and express artistic vision, with or without standard musical notation.

Strand (Artistic Process): Perform

Musicians/Students find meaning in music through performing with technical skill, interpretive decision-making, and expressive communication with listeners.

NE.FA.HS.3.3   Synthesize and perform artistic ideas and works through music.

NE.FA.HS.3.3.A   Perform elements of music (pitch, rhythm, dynamics, form, texture, phrasing, articulation, diction, styles, embellishments) synthesizing the purpose, context, expression, and technique.

NE.FA.HS.3.3.B   Perform music using accurate technique, intonation, tone, expression, dynamics, articulations, phrasing, and style in formal or informal settings.

NE.FA.HS.3.3.C   Perform a variety of musical genres and/or styles with technical accuracy and expression.

NE.FA.HS.3.3.D   Synthesize feedback from various sources to strengthen solo and/or ensemble performance skills.

NE.FA.HS.3.3.E   Synthesize goal setting and revision processes into self-preparation and rehearsals to continue to strengthen musical performance skills.

NE.FA.HS.3.3.F   Embody responsible care and safe use practices before, during, and after performances to ensure longevity of equipment, spaces, and one's body.

Strand (Artistic Process): Respond

Musicians/Students find meaning by responding to performances and creative processes and evaluating how compositional techniques are used in music to convey meaning.

NE.FA.HS.3.4   Evaluate responses to artistic works and intent.

NE.FA.HS.3.4.A   Evaluate how the performer or creator uses compositional techniques and performance characteristics to convey expressive intent.

NE.FA.HS.3.4.B   Evaluate how interpretations of musical works from a variety of social, cultural, and historical contexts can be shaped by expressive qualities and listener perception.

NE.FA.HS.3.4.C   Collaboratively critique how expressive and effective a performance or composition is and justify the critique using teacher-selected criteria.

NE.FA.HS.3.4.D   Evaluate interactions between performers and audiences, demonstrating appropriate responses to the setting.

Strand (Artistic Process): Creative Attribution

Musicians/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.HS.3.5 **Evaluate the legal, ethical, and cultural implications of creating sharing and musical works.**

NE.FA.HS.3.5.A   Evaluate the social, cultural, and media influences in one's own music.

NE.FA.HS.3.5.B   Evaluate musical ideas and works for originality and cultural appropriation.

NE.FA.HS.3.5.C   Analyze how fair use, copyright, public domain, open source, and creative commons affect the ability of musicians to create, perform, and/or share original and arranged music.

NE.FA.HS.3.5.D   Cite artists correctly when using, adapting, or performing musical works.

Music Education Standards Vertical Alignment

The following displays the music education standards for vertical alignment, allowing teachers and students to see the progression of the standards and indicators through grade bands.

Strand (Artistic Process): Connect

Musicians/Students find meaning by connecting their creative experiences and understanding of music to multiple contexts and the human experience.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Connect (Artistic Process)	NE.FA.1.3.1 Identify personal, social, cultural, and historical connections with music.	NE.FA.3.3.1 Describe personal, social, cultural, and historical connections with music.	NE.FA.5.3.1 Discuss personal, social, cultural, and historical connections with music.	NE.FA.MS.3.1 Integrate and express personal, social, cultural, and historical connections with music.	NE.FA.HS.3.1 Analyze the personal, social, cultural, and historical connections with music.
Personal Connection - Meaning Making	NE.FA.1.3.1.A Identify fundamental concepts of music and connections to academic disciplines and life experiences.	NE.FA.3.3.1.A Describe basic musical concepts and connections to various art forms, academic disciplines, and life experiences.	NE.FA.5.3.1.A Discuss general understanding of musical concepts and connections to various art forms, academic disciplines, and life experiences.	NE.FA.MS.3.1.A Express the general understanding of musical concepts and connections to various art forms, academic disciplines, and life experiences.	NE.FA.HS.3.1.A Analyze the understanding of musical concepts and connections to various art forms, academic disciplines, and life experiences.
Contextual Understanding	NE.FA.1.3.1.B Identify fundamental concepts of music and connections to various social, cultural, and historical contexts.	NE.FA.3.3.1.B Describe basic musical concepts and the connection to various social, cultural, and historical contexts.	NE.FA.5.3.1.B Demonstrate a general understanding of musical concepts and connections to various social, cultural, and historical contexts.	NE.FA.MS.3.1.B Express the understanding of musical concepts and connections to various social, cultural, and historical contexts.	NE.FA.HS.3.1.B Analyze the development of music through historical time periods.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Influences of Technology	NE.FA.1.3.1.C Identify how advances in technology have impacted the field of music.	NE.FA.3.3.1.C Describe how advances in technology have impacted and contributed to the field of music.	NE.FA.5.3.1.C Describe how technology enhances the learning and creation of music.	NE.FA.MS.3.1.C Express the relationship between technology, digital applications, and intellectual property in music.	NE.FA.HS.3.1.C Apply emerging innovations and technologies in music.
Interdisciplinary	NE.FA.1.3.1.D Identify similarities and differences between music and other arts disciplines.	NE.FA.3.3.1.D Describe how music connects to other arts disciplines.	NE.FA.5.3.1.D Discuss how music compares with academic disciplines outside of the arts.	NE.FA.MS.3.1.D Express how musical skills relate to skills needed in everyday life.	NE.FA.HS.3.1.D Analyze how musical skills relate to problem-solving and perseverance in academic study, career readiness, and daily life.
Transferrable Skills	NE.FA.1.3.1.E Identify music in daily life.	NE.FA.3.3.3.E Describe music in the daily life of a community.	NE.FA.5.3.1.E Discuss how music promotes civic engagement.	NE.FA.MS.3.1.E Express how music and performance skills relate to skills needed in everyday life.	NE.FA.HS.3.1.E Apply musical skills and processes to academic study, career readiness, and daily life.
Career Readiness	NE.FA.1.3.1.F Identify various roles and careers in music.	NE.FA.3.3.3.F Describe music careers and organizations in Nebraska.	NE.FA.5.3.1.F Discuss the skills and characteristics needed to have a career in music or a music-related field.	NE.FA.MS.3.1.F Express how music skills, characteristics and behaviors contribute to success in college and career readiness.	NE.FA.HS.3.1.F Apply the skills honed in music to strengthen work in other academic and professional domains.

Strand (Artistic Process): Create

Musicians/Students find meaning in music through creating, exploring, and organizing sound to express ideas and emotions in original and meaningful ways.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Create (Artistic Process)	NE.FA.1.3.2 With prompting and support, create music using pitch and/or rhythm.	NE.FA.3.3.2 Create music using pitch, rhythm, dynamics and/or form.	NE.FA.5.3.2 Create, develop, and/or arrange original or existing musical ideas using a variety of musical elements.	NE.FA.MS.3.2 Create and communicate concepts and meaning through music.	NE.FA.HS.3.2 Create, refine, and communicate artistic vision and concepts through music.
Create New Musical Ideas	NE.FA.1.3.2.A With prompting and support, modify melodic and rhythmic musical ideas by adjusting pitch and/or rhythm.	NE.FA.3.3.2.A Develop new musical ideas using various elements of music like pitch, rhythm, dynamics, incorporating teacher feedback.	NE.FA.5.3.2.A Develop original musical ideas with teacher-generated criteria using a variety of the elements of music like pitch, rhythm, dynamics, form, and texture (accompaniments), either independently or collaboratively.	NE.FA.MS.3.2.A Revise short, original musical ideas into more developed musical expressions through traditional or non-traditional notation or recording.	NE.FA.HS.3.2.A Synthesize new music by generating original ideas or combining existing musical ideas into a draft, using traditional or non-traditional notation, current technology, and/or recording.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Refining and Revising Music Ideas into Musial Thoughts	NE.FA.1.3.2.B With prompting and support, develop musical ideas into a longer musical thought using pitch and/or rhythm.	NE.FA.3.3.2.B Develop musical ideas into musical thoughts using pitch, rhythm, dynamics and/or form, incorporating teacher feedback.	NE.FA.5.3.2.B Refine original musical ideas into musical thoughts exploring various elements of music such as pitch, rhythm, dynamics, form, or texture (accompaniments), either independently or collaboratively.	NE.FA.MS.3.2.B Refine previously created musical expressions into a music draft of a specified length using traditional or non-traditional notation, current technology, or recording.	NE.FA.HS.3.2.B Evaluate musical drafts for clarity and artistic intent.
Improvise, Compose, Arrange	NE.FA.1.3.2.C With prompting and support, improvise and/or compose music using pitch and/or rhythm with or without standard musical notation.	NE.FA.3.3.2.C Improvise, compose, and/or arrange music using elements of music such as pitch, rhythm, dynamics, and/or form with or without standard or non-standard musical notation incorporating teacher feedback.	NE.FA.5.3.2.C Improvise, compose, and/or arrange music using a variety of the elements of music such as pitch, rhythm, dynamics, form, or texture (accompaniments) with standard or non-standard musical notation, either independently or collaboratively.	NE.FA.MS.3.2.C Improvise, compose, and/or arrange music to demonstrate how modifying musical elements communicate meaning, with or without standard musical notation.	NE.FA.HS.3.2.C Improvise, compose, and/or arrange music with an analytical understanding of how the musical elements communicate meaning and express artistic vision, with or without standard musical notation.

Strand (Artistic Process): Perform

Musicians/Students find meaning in music through performing with technical skill, interpretive decision-making, and expressive communication with listeners.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Perform (Artistic Process)	NE.FA.1.3.3 With prompting and support, develop and show artistic ideas and works through music.	NE.FA.3.3.3 Develop and show artistic ideas and works through music.	NE.FA.5.3.3 Revise and perform artistic ideas and works through music.	NE.FA.MS.3.3 Refine and perform artistic ideas and works through music.	NE.FA.HS.3.3 Synthesize and perform artistic ideas and works through music.
Elements of Music	NE.FA.1.3.3.A Demonstrate basic elements of music (pitch, rhythm, dynamics).	NE.FA.3.3.3.A Demonstrate the elements of music (pitch, rhythm, dynamics, form).	NE.FA.5.3.3.A Perform elements of music (pitch, rhythm, dynamics, form, texture) with expression and technical accuracy.	NE.FA.MS.3.3.A Perform elements of music (pitch, rhythm, dynamics, form, texture, phrasing, articulation, diction) with refined expression and technical accuracy.	NE.FA.HS.3.3.A Perform elements of music (pitch, rhythm, dynamics, form, texture, phrasing, articulation, diction, styles, embellishments) synthesizing the purpose, context, expression, and technique.
Performance Techniques	NE.FA.1.3.3.B With prompting and support, demonstrate music using rhythm, pitch, and dynamics in formal or informal settings.	NE.FA.3.3.3.B Demonstrate elements of music using rhythm, pitch, dynamics, and form in formal or informal settings.	NE.FA.5.3.3.B Perform music using rhythm, pitch, dynamics, correct posture, breath control/tone production, and style in formal or informal settings.	NE.FA.MS.3.3.B Perform music using refined technique, intonation, tone, expression, dynamics, articulations, phrasing, and style in formal or informal settings.	NE.FA.HS.3.3.B Perform music using accurate technique, intonation, tone, expression, dynamics, articulations, phrasing, and style in formal or informal settings.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Music Genres and Styles, Performance Practice	NE.FA.1.3.3.C With prompting and support, demonstrate a variety of musical genres and/or styles and their performance techniques.	NE.FA.3.3.3.C Demonstrate a variety of musical genres and/or styles, and their performance techniques.	NE.FA.5.3.3.C Perform a variety of musical genres and/or styles and their performance techniques.	NE.FA.MS.3.3.C Perform a variety of musical genres and/or styles with refined technical accuracy.	NE.FA.HS.3.3.C Perform a variety of musical genres and/or styles with technical accuracy and expression.
Feedback and Self-Reflection	NE.FA.1.3.3.D With prompting and support, develop music performance skills such as posture, technique, and reading music using teacher feedback.	NE.FA.3.3.3.D Demonstrate music performance skills such as posture, technique, and reading music using teacher and peer feedback.	NE.FA.5.3.3.D Apply feedback from guided self-evaluation, teacher, and/or peers to strengthen music performance skills such as posture, technique, and reading music.	NE.FA.MS.3.3.D Refine solo and/or ensemble performance skills such as posture, technique, reading music, and communicating expressive intent using guided self-evaluation and feedback from others.	NE.FA.HS.3.3.D Synthesize feedback from various sources to strengthen solo and/or ensemble performance skills.
Goal Setting	NE.FA.1.3.3.E With prompting and support, develop a musical goal for one's own self.	NE.FA.3.3.3.E Develop a musical goal for one's own self.	NE.FA.5.3.3.E Revise and accept feedback towards a goal focused on performing in an ensemble.	NE.FA.MS.3.3.E Refine goal setting and revision processes into self-preparation and rehearsals to strengthen musical performance skills.	NE.FA.HS.3.3.E Synthesize goal setting and revision processes into self-preparation and rehearsals to continue to strengthen musical performance skills.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Health and Safety	NE.FA.1.3.3.F With prompting and support, demonstrate responsible care and safe use of voice, equipment, and space.	NE.FA.3.3.3.F Demonstrate responsible care and safe use of voice, equipment, and space.	NE.FA.5.3.3.F Develop responsible care and safe use of voice, equipment, spaces, and one's own body through healthy performance practices.	NE.FA.MS.3.3.F Integrate responsible care and safe use of voice, equipment, spaces, and one's body through healthy performance practices.	NE.FA.HS.3.3.F Embody responsible care and safe use practices before, during, and after performances to ensure longevity of equipment, spaces, and one's body.

Strand (Artistic Process): Respond

Musicians/Students find meaning by responding to performances and creative processes and evaluating how compositional techniques are used in music to convey meaning.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Respond (Artistic Process)	NE.FA.1.3.4 Identify responses to artistic works.	NE.FA.3.3.4 Describe responses to artistic works.	NE.FA.5.3.4 Discuss responses to artistic works and intent.	NE.FA.MS.3.4 Analyze responses to artistic works and intent.	NE.FA.HS.3.4 Evaluate responses to artistic works and intent.
Observation	NE.FA.1.3.4.A Identify how music can be used to show meaning.	NE.FA.3.3.4.A Describe how the performer or creator uses musical characteristics to show meaning.	NE.FA.5.4.3.A Discuss how the performer or creator uses musical characteristics to show meaning.	NE.FA.MS.3.4.A Analyze how the performer or creator uses compositional techniques and performance characteristics to convey expressive intent.	NE.FA.HS.3.4.A Evaluate how the performer or creator uses compositional techniques and performance characteristics to convey expressive intent.
Interpretation	NE.FA.1.3.4.B Identify the characteristics and impact of musical works from a variety of different social, cultural, and historical contexts using appropriate music terminology.	NE.FA.3.3.4.B Describe the settings and styles of musical works from a variety of social, cultural and historical contexts using appropriate music terminology.	NE.FA.5.4.3.B Discuss the purpose and qualities of musical works from a variety of social, cultural, and historical contexts using appropriate music terminology.	NE.FA.MS.3.4.B Interpret how musical works from a variety of social, cultural, and historical contexts can be shaped by expressive qualities and listener perception.	NE.FA.HS.3.4.B Evaluate how interpretations of musical works from a variety of social, cultural, and historical contexts can be shaped by expressive qualities and listener perception.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Critique	NE.FA.1.3.4.C Identify how musical characteristics effectively express meaning in a performance or composition.	NE.FA.3.3.4.C Describe how musical characteristics effectively express meaning in a performance or composition.	NE.FA.5.4.3.C Discuss how expressive and effective a performance or composition is using teacher-selected criteria.	NE.FA.MS.3.4.C Collaboratively critique how expressive and effective a performance or composition is and discuss the critique using teacher-selected criteria.	NE.FA.HS.3.4.C Collaboratively critique how expressive and effective a performance or composition is and justify the critique using teacher-selected criteria.
Aesthetic Response	NE.FA.1.3.4.D Demonstrate active listening and appropriate responses during a musical presentation.	NE.FA.3.3.4.D Demonstrating active listening, appropriate responses, and respect for others during a musical presentation.	NE.FA.5.4.3.D Discuss interactions between performers and audiences, demonstrating appropriate responses to the setting.	NE.FA.MS.3.4.D Analyze interactions between performers and audiences, demonstrating appropriate responses to the setting.	NE.FA.HS.3.4.D Evaluate interactions between performers and audiences, demonstrating appropriate responses to the setting.

Strand (Artistic Process): Creative Attribution

Musicians/Students appropriately represent, acknowledge, and attribute the creative works of others.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Creative Attribution	NE.FA.1.3.5 Identify the difference between original and copied musical ideas.	NE.FA.3.3.5 Describe the difference between performing another's musical work and creating original musical ideas or works.	NE.FA.5.3.5 Describe how to responsibly use and adapt musical ideas and works.	NE.FA.MS.3.5 Explain how to legally and ethically create, adapt, and share musical ideas and works in both physical and digital spaces.	NE.FA.HS.3.5 Evaluate the legal, ethical, and cultural implications of creating sharing and musical works.
Inspirational Influences	NE.FA.1.3.5.A Identify when a musical idea is one's own or someone else's.	NE.FA.3.3.5.A Describe when music of an individual or group influences the music of another individual or group.	NE.FA.5.3.5.A Credit musicians when using or adapting their work.	NE.FA.MS.3.5.A Analyze the social, cultural, and media influences on musical styles and works.	NE.FA.HS.3.5.A Evaluate the social, cultural, and media influences in one's own music.
Cultures	NE.FA.1.3.5.B Identify ways in which music reflects groups of people.	NE.FA.3.3.5.B Describe respectful representation of cultures in musical works.	NE.FA.5.3.5.B Discuss how to incorporate music from various groups of people that accurately represent, honor, and respect the culture.	NE.FA.MS.3.5.B Distinguish between original composition, adaptation, and arrangement explaining how cultural appropriation can occur in music.	NE.FA.HS.3.5.B Evaluate musical ideas and works for originality and cultural appropriation.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Obtaining Permission	NE.FA.1.3.5.C Ask permission before copying or sharing others' musical ideas or work.	NE.FA.3.3.5.C Describe when permission should be obtained when creating and sharing musical ideas and works.	NE.FA.5.3.5.C Describe how to obtain permission to perform someone else's music.	NE.FA.MS.3.5.C Describe how fair use, copyright, public domain, open source, and creative commons affect the ability of musicians to create, perform, and/or share original and arranged music.	NE.FA.HS.3.5.C Analyze how fair use, copyright, public domain, open source, and creative commons affect the ability of musicians to create, perform, and/or share original and arranged music.
Giving Credit	NE.FA.1.3.5.D Explain why we credit others for their ideas.	NE.FA.3.3.5.D Describe how to give credit when musical ideas and works are inspired by others.	NE.FA.5.3.5.D Responsibly use and acknowledge online or digital resources when performing and sharing music.	NE.FA.MS.3.5.D Acknowledge musical artists correctly when using or adapting their work.	NE.FA.HS.3.5.D Cite artists correctly when using, adapting, or performing musical works.

Nebraska College and Career Ready Standards

DRAFT: Theatre Education Standards

The following draft includes the proposed revisions to Nebraska College- and Career-Ready Standards for Theatre.

Grade Band: Kindergarten and Grade 1

Strand (Artistic Process): Connect

Theatre artists/Students tell stories that reflect and shape understanding of people, places, and events across cultures and history connecting us all through shared human experiences.

NE.FA.1.4.1   Identify personal, social, cultural, and historical connections with theatre.

NE.FA.1.4.1.A   Identify connections between a story and one's own life.

NE.FA.1.4.1.B Distinguish between real life and fiction in theatre.

NE.FA.1.4.1.C   Identify how personal, social, cultural or historical contexts influence a theatrical work.

NE.FA.1.4.1.D   Identify how advances in technology have impacted the field of theatre.

NE.FA.1.4.1.E   Identify similarities and differences between theatre and other arts disciplines.

NE.FA.1.4.1.F Identify different skills used in theatre, such as communication, collaboration, problem-solving, perseverance, or creativity.

NE.FA.1.4.1.G   Identify jobs in a theatrical production.

Strand (Artistic Process): Create

Theatre artists/Students create theatrical works through storytelling, character development, and design, exploring themes, perspectives, and personal experiences.

NE.FA.1.4.2   Create stories through dramatic play.

NE.FA.1.4.2.A Engage in creative play to tell a story.

NE.FA.1.4.2.B Engage in creative play using a given theme to tell a story.

NE.FA.1.4.2.C   Show characters through body movement.

NE.FA.1.4.2.D   Identify how the technical elements such as set, props, costumes, hair, lighting, sound, etc. help convey the meaning of a story.

NE.FA.1.4.2.E Identify the technical elements such as set, props, costumes, hair, makeup, lighting, or sound of a story.

NE.FA.1.4.2.F Create a tableau, or silent motionless stage picture, of a scene after hearing a story.

Strand (Artistic Process): Perform

Theatre artists/Students collaboratively use voice, movement, and technical elements to convey meaning and share stories.

NE.FA.1.4.3   With prompting and support, develop and show artistic ideas and components of theatrical works.

NE.FA.1.4.3.A With prompting and support, show how one's voice can be used in different ways to create a character.

NE.FA.1.4.3.B With prompting and support, demonstrate how movements can be used in different ways to create a character.

NE.FA.1.4.3.C With prompting and support, tell a story in a performance space.

NE.FA.1.4.3.D With prompting and support, demonstrate the use of simple technical elements to tell a story.

NE.FA.1.4.3.E With prompting and support, demonstrate vocal and physical theatrical skills that express emotions or ideas in a story through self-reflection and feedback from teacher and/or peers.

NE.FA.1.4.3.F With prompting and support, develop goals for theatrical processes in order to tell a story.

NE.FA.1.4.3.G With prompting and support, follow safety procedures provided by the teacher for theatrical spaces.

Strand (Artistic Process): Respond

Theatre artists/Students evaluate and respond to theatrical experiences in a thoughtful way, considering themselves and the world around them.

NE.FA.1.4.4 Identify responses to artistic works.

NE.FA.1.4.4.A Identify what actors do in a performance; how they move, speak and portray a character.

NE.FA.1.4.4.B Identify the impacts of theatrical works using appropriate theatre terminology.

NE.FA.1.4.4.C With prompting and support, identify how performance elements such as acting, setting, movement, and technical design affect the story.

NE.FA.1.4.4.D Identify how specific moments in a theatrical performance affected one's own feelings or thoughts.

Strand (Artistic Process): Creative Attribution

Theatre artists/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.1.4.5 Identify the difference between original and copied stories and theatrical works.

NE.FA.1.4.5.AIdentify the title and writer of a play or story before performing, recognizing that someone created the work.

NE.FA.1.4.5.BIdentify ways in which stories and theatrical works reflect groups of people.

NE.FA.1.4.5.C   Ask permission before copying or sharing others' scripts or characters.

NE.FA.1.4.5.D   Identify the title and writer of a play of story before performing, giving credit to the creators.

Grade Band: Grades 3 and 4

Strand (Artistic Process): Connect

Theatre artists/Students tell stories that reflect and shape understanding of people, places, and events across cultures and history connecting us all through shared human experiences.

NE.FA.3.4.1   Describe and share personal, social, cultural, and historical connections with theatre.

NE.FA.3.4.1.A Describe the connections between a story and one's own life.

NE.FA.3.4.1.B Describe differences between historical events and dramatizations of events in a theatrical work.

NE.FA.3.4.1.C   Describe how personal, social, cultural, or historical contexts influence a theatrical work.

NE.FA.3.4.1.D   Describe how advances in technology have impacted and contributed to the field of theatre.

NE.FA.3.4.1.E Describe how elements of all arts subjects integrate to create theatrical works.

NE.FA.3.4.1.F Describe how transferable skills learned in theatre such as communication, collaboration, problem-solving, perseverance, or creativity can be used in school and daily life.

NE.A.3.4.1.G Describe performance and technical jobs in a theatrical production.

Strand (Artistic Process): Create

Theatre artists/Students create theatrical works through storytelling, character development, and design, exploring themes, perspectives, and personal experiences.

NE.FA.3.4.2   Create and share stories that communicate meaning through theatre.

NE.FA.3.4.2.ATell a story describing a real or imagined event.

NE.FA.3.4.2.BIdentify themes of various theatrical works.

N3.FA.3.4.2.C   Demonstrate a character using posture, movements, facial expressions, and gestures.

NE.FA.3.4.2.D   Discuss how technical elements such as set, props, costumes, hair, lighting, sound, etc. help convey the meaning of a story.

NE.FA.3.4.2.EWith prompting and support, collaborate to create a technical element such as set, props, costumes, hair, makeup, lighting and/or sound.

NE.FA.3.4.2.FCreate tableaus showing the beginning, middle, and end of a story, explaining how each represents something in the story.

Strand (Artistic Process): Perform

Theatre artists/Students collaboratively use voice, movement, and technical elements to convey meaning and share stories.

NE.FA.3.4.3   Develop and show artistic ideas and components of theatrical works.

NE.FA.3.4.3.A Demonstrate how one's own voice portrays different characters through the use of articulation, projection, and inflection.

NE.FA.3.4.3.B Develop movements to portray a character.

NE.FA.3.4.3.C   Show a story in performance space.

NE.FA.3.4.3.D   Utilize simple technical elements to tell a story.

NE.FA.3.4.3.E Demonstrate vocal and physical theatrical skills that express emotions or ideas in a story through self-reflection and feedback from teacher and/or peers.

NE.FA.3.4.3.F Develop goals for theatrical processes in order to tell a story.

NE.FA.3.4.3.G   Follow the safety procedures provided by the teacher for the responsible use and care of theatrical spaces and materials.

Strand (Artistic Process): Respond

Theatre artists/Students evaluate and respond to theatrical experiences in a thoughtful way, considering themselves and the world around them.

NE.FA.3.4.4   Describe responses to artistic works.

NE.FA.3.4.4.A Describe how an actor's voice, movements, and facial expressions show what a character is feeling or doing.

NE.FA.3.4.4.B Describe the settings of theatrical works from a variety of social, cultural, and historical contexts using appropriate theatre terminology.

NE.FA.3.4.4.C   Describe how performance elements such as acting, setting, movement, and technical design affect the story.

NE.FA.3.4.4.D   Describe how a specific moment in a theatrical performance affected one's own feelings or thoughts.

Strand (Artistic Process): Creative Attribution

Theatre artists/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.3.4.5   Describe the difference between performing another's story or theatrical work and creating original stories or theatrical works.

NE.FA.3.4.5.ADescribe when stories or theatrical works of an individual influence the stories or theatrical works of others.

NE.FA.3.4.5.BDescribe respectful representation of cultures in stories and theatrical works.

NE.FA.3.4.5.C   Describe when permission should be obtained when sharing stories or theatrical works.

NE.FA.3.4.5.DDescribe how to give credit to theatre artists when sharing their work.

Grade Band: Grades 4 and 5

Strand (Artistic Process): Connect

Theatre artists/Students tell stories that reflect and shape understanding of people, places, and events across cultures and history connecting us all through shared human experiences.

NE.FA.5.4.1 **Discuss personal, social, cultural, and historical connections with theatre.**

NE.FA.5.4.1.A Discuss the impact of theatrical works as a tool for self-expression, reflection, and change.

NE.FA.5.4.1.B Discuss differences between historical events and dramatizations of events in a theatrical work.

NE.FA.5.4.1.C Discuss how personal, social, cultural, or historical contexts influence a theatrical work.

NE.FA.5.4.1.D Discuss how advances in technology impact learning and creating in the field of theatre.

NE.FA.5.4.1.E Discuss how theatre arts skills and processes compare with academic disciplines outside of the arts.

NE.FA.5.4.1.F Discuss how transferable skills developed through theatre, such as communication, collaboration, problem-solving, perseverance, or creativity can be used in school and daily life.

NE.FA.5.4.1.G Discuss the jobs and skills for the creation, design, and production of theatrical works that lead to careers in the theatre or a theatre-related field.

Strand (Artistic Process): Create

Theatre artists/Students create theatrical works through storytelling, character development, and design; exploring themes, perspectives, and personal experiences.

NE.FA.5.4.2 **Create and communicate plot elements through theatre.**

NE.FA.5.4.2.A Write a short script incorporating dialogue.

NE.FA.5.4.2.B Compare and contrast themes between theatrical works.

NE.FA.5.4.2.C   Demonstrate a character using posture, movements, facial expressions, gestures, and vocal choices.

NE.FA.5.4.2.D   Design technical elements such as set, props, costumes, hair, makeup, lighting, and sound to convey meaning.

NE.FA.5.4.2.E Collaborate to create technical elements such as set, props, costumes, hair, makeup, lighting and/or sound.

NE.FA.5.4.2.F Stage a scene from a theatrical work that introduces and resolves a conflict.

Strand (Artistic Process): Perform

Theatre artists/Students collaboratively use voice, movement, and technical elements to convey meaning and share stories.

NE.FA.5.4.3   Revise and perform artistic ideas and components of theatrical works.

NE.FA.5.4.3.APerform different characters using voice elements of articulation, projection, and inflection.

NE.FA.5.4.3.BPerform movements and facial expressions to portray different characters.

NE.FA.5.4.3.C   Rehearse a theatrical work using a few technical elements in a designated performance space.

NE.FA5.4.3.D Implement a few technical elements to reflect dramatic styles and artistic choices in theatrical works.

NE.FA.5.4.3.EApply feedback from self, teacher and/or peers to strengthen vocal and physical theatrical skills that express emotions or ideas in a story.

NE.FA.5.4.3.FRevise goals for theatrical processes and presentations.

NE.FA.5.4.3.G   Demonstrate the safety procedures provided by the teacher for the responsible use and care of theatrical spaces, equipment, and materials.

Strand (Artistic Process): Respond

Theatre artists/Students evaluate and respond to theatrical experiences in a thoughtful way, considering themselves and the world around them.

NE.FA.5.4.4   Discuss responses to artistic works and intent.

NE.FA.5.4.4.ADiscuss how an actor's choices of voice, movements, and facial expressions help the audience understand a character or part of the story.

NE.FA.5.4.4.BDiscuss the relationships between performance elements of various social, cultural, and historical contexts in creating meaning for theatre.

NE.FA.5.4.4.C   Discuss how performance elements such as acting, setting, movement, and technical design affect the story and audience experience.

NE.FA.5.4.4.D   Discuss how a theatrical performance affected one's own feelings and thoughts.

Strand (Artistic Process): Creative Attribution

Theatre artists/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.5.4.5   Describe how to responsibly use and adapt theatrical works.

NE.FA.5.4.5.ACredit playwrights and theatre artists when using or adapting their work.

NE.FA.5.4.5.BDiscuss how to incorporate theatrical elements from various groups of people that accurately represent, honor, and respect the culture.

NE.FA.5.4.5.C   Describe how to obtain permission to perform someone else's theatrical work.

NE.FA.5.4.5.D   Responsibly use and acknowledge online or digital resources when performing and sharing theatrical works.

Grade Band: Middle School (Grades 6-8)

Strand (Artistic Process): Connect

Theatre artists/Students tell stories that reflect and shape understanding of people, places, and events across cultures and history connecting us all through shared human experiences.

NE.FA.MS.4.1 **Integrate and express personal, social, cultural, and historical connections with theatre.**

NE.FA.MS.4.1.A   Explain the impact of theatrical works as a tool for self-expression, reflection, and change.

NE.FA.MS.4.1.B   Explain differences between historical events and dramatizations of events in theatrical works.

NE.FA.MS.4.1.C   Describe the personal, social, cultural, and/or historical significances of different theatrical forms, (e.g. Greek theatre, Kabuki theatre, Renaissance theatre).

NE.MS.FA.4.1.D   Explain the relationship between technology, digital applications, and intellectual property in the field of theatre.

NE.FA.MS.4.1.E   Express how theatre arts skills and processes enhance learning across all academic disciplines.

NE.FA.MS.4.1.F   Express how transferable skills developed through theatre, such as communication, collaboration, problem-solving, perseverance, and creativity can be applied to a variety of situations.

 NE.FA.MS.4.1.G   Express how theatre skills, characteristics, and behaviors used in producing theatrical works contribute to success in college and career readiness.

Strand (Artistic Process): Create

Theatre artists/Students create theatrical works through storytelling, character development, and design; exploring themes, perspectives, and personal experiences.

NE.FA.MS.4.2 **Create and communicate concepts, meaning, and artistic vision through theatre.**

NE.FA.MS.4.2.A   Write a script with multiple characters including dialogue and stage directions.

NE.FA.MS.4.2.B   Create a scene that illustrates a theme.

NE.FA.MS.4.2.C   Rehearse different characters using posture, movements, facial expressions, gestures, and vocal choices.

NE.FA.MS.4.2.D   Refine how designed technical elements such as set, props, costumes, hair, makeup, lighting, and sound convey meaning.

NE.FA.MS.4.2.E   Create technical elements such as set, props, costumes, hair, makeup, lighting and/or sound using materials that enhance the meaning of the theatrical work.

NE.FA.MS.4.2.F   Rehearse a scene from a theatrical work using essential plot elements, purposeful staging, and character development to communicate the structure and emotional arc of the story.

Strand (Artistic Process): Perform

Theatre artists/Students collaboratively use voice, movement, and technical elements to convey meaning and share stories.

NE.FA.MS.4.3 Refine and perform artistic ideas and theatrical works.

NE.FA.MS.4.3.A   Perform a chosen character in a monologue or scene using voice elements of rate, articulation, enunciation, projection, and inflection.

NE.FA.MS.4.3.B   Portray a character and their relationship with others in a scene using blocking, movement, and facial expressions.

NE.FA.MS.4.3.C   Refine a theatrical work using technical elements in a designated performance space.

NE.FA.MS.4.3.D   Refine technical elements to enhance dramatic styles and artistic choices in theatrical works.

NE.FA.MS.4.3.E   Refine one's own performance through self-reflection and feedback, determining how effectively it contributes to the overall production.

NE.FA.MS.4.3.F   Refine goal setting and revision processes while considering creative and technical challenges for a theatrical performance.

NE.FA.MS.4.3.G   Integrate the safety procedures provided by the teacher regarding the use and care of theatrical spaces, equipment, and materials.

Strand (Artistic Process): Respond

Theatre artists/Students evaluate and respond to theatrical experiences in a thoughtful way, considering themselves and the world around them.

NE.FA.MS.4.4   Analyze responses to artistic works and intent.

NE.FA.MS.4.4.A   Analyze how the actor's choices of voice, movements, and blocking impact the audience's understanding of the character's feelings and relationships.

NE.FA.MS.4.4.B   Interpret the interactions between performers and audiences during theatrical works of various social, cultural, and historical contexts.

NE.FA.MS.4.4.C   Interpret how performance elements such as acting, setting, movement, and technical design contribute to the effectiveness of a scene or story.

NE.FA.MS.4.4.D   Explain a personal reaction to a theatrical performance using details from the acting, design, direction, or story.

Strand (Artistic Process): Creative Attribution

Theatre artists/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.MS.4.5   Explain how to legally and ethically create, adapt, and share theatrical elements and works in both physical and digital spaces.

NE.FA.MS.4.5.A   Analyze the social, cultural, and media influences on theatrical elements and works.

NE.FA.MS.4.5.B   Discuss how cultural appropriation can occur in theatre and lead to misrepresentation of a group of people.

NE.FA.MS.4.5.C   Identify and follow all performance rights associated with theatrical productions.

NE.FA.MS.4.5.D Acknowledge artists correctly when using or adapting theatrical elements or works.

Grade Band: High School (Grades 9-12)

Strand (Artistic Process): Connect

Theatre artists/Students tell stories that reflect and shape understanding of people, places, and events across cultures and history connecting us all through shared human experiences.

NE.FA.HS.4.1 **Analyze the personal, social, cultural, and historical connections with theatre.**

NE.FA.HS.4.1.A   Analyze the impact of theatrical works as a tool for self-expression, reflection, and change.

NE.FA.HS.4.1.B   Analyze differences between historical events and dramatizations of events in theatrical works.

NE.FA.HS.4.1.C   Analyze the personal, social, cultural, and historical significances of theatrical forms as they have evolved and continue to evolve.

NE.FA.HS.4.1.D   Apply emerging innovations, ethical use of intellectual property, and technologies in the field of theatre.

NE.FA.HS.4.1.E   Analyze interdisciplinary connections in theatre across various career fields.

NE.FA.HS.4.1.F   Analyze how transferable skills developed through theatre, such as communication, collaboration, problem-solving, perseverance, and creativity can strengthen work in other academics or careers.

NE.FA.HS.4.1.G   Apply skills honed in theatre, such as the creativity and collaboration needed to produce a theatrical work, to other academic and professional domains.

Strand (Artistic Process): Create

Theatre artists/Students create theatrical works through storytelling, character development, and design, exploring themes, perspectives, and personal experiences.

NE.FA.HS.4.2 **Create, refine, and communicate a cohesive artistic vision through theatre.**

NE.FA.HS.4.2.A   Refine a script with multiple characters, including dialogue and stage directions, to evaluate how well it communicates the artistic vision.

NE.FA.HS.4.2.B   Create a theatrical work that illustrates a theme.

NE.FA.HS.4.2.C   Develop a specific character through exploration of posture, movement, facial expression, gesture, and vocal choices.

NE.FA.HS.4.2.D   Evaluate how designed technical elements such as set, props, costumes, hair, makeup, lighting, and sound convey meaning to realize the artistic vision.

NE.FA.HS.4.2.E   Construct pertinent technical elements such as set, props, costumes, hair, makeup, lighting and/or sound using materials that enhance the meaning of the theatrical work to realize the artistic vision.

NE.FA.HS.4.2.F   Refine a theatrical work using essential plot elements, purposeful staging, and character development to communicate the structure and emotional arc of the story.

Strand (Artistic Process): Perform

Theatre artists/Students collaboratively use voice, movement, and technical elements to convey meaning and share stories.

NE.FA.HS.4.3   Synthesize and perform artistic ideas and theatrical works.

NE.FA.HS.4.3.A   Synthesize voice elements of rate, articulation, enunciation, projection, and inflection to portray a specific character in a theatrical work.

NE.FA.HS.4.3.B   Synthesize characters, relationships, and the actor's objectives for a scene using blocking, movements, and facial expressions.

NE.FA.HS.4.3.C   Perform a theatrical work using designed technical elements in a designated performance space.

NE.FA.HS.4.3.D   Perform tailored theatrical works that implement technical designs that consider a range of audiences, spaces, and budgets.

NE.FA.HS.4.3.E   Synthesize one's performance through self-reflection and feedback, determining how effectively it contributes to the overall production and artistic vision.

NE.FA.HS.4.3.F   Synthesize goal setting and revision processes while considering creative and technical challenges to strengthen a theatrical performance.

NE.FA.HS.4.3.G   Embody accepted safety procedures regarding the responsible use and care of theatrical spaces, equipment, and materials.

Strand (Artistic Process): Respond

Theatre artists/Students evaluate and respond to theatrical experiences in a thoughtful way, considering themselves and the world around them.

NE.FA.HS.4.4 Evaluate repones to artistic work and intent.

NE.FA.HS.4.4.A   Evaluate how actor's choices of voice, movements, and blocking impact the audience's understanding of character, relationships, and impact the overall performance.

NE.FA.HS.4.4.B   Analyze the interactions between performers and audiences during theatrical works of various social, cultural, and historical contexts.

NE.FA.HS.4.4.C   Critique how performance elements such as acting, setting, movement, and technical design contribute to the effectiveness of a scene or story.

NE.FA.HS.4.4.D   Evaluate personal reactions to a theatrical performance citing specific artistic choices.

Strand (Artistic Process): Creative Attribution

Theatre artists/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.HS.4.5 Evaluate the legal, ethical, and cultural implications of creating and sharing theatrical works.

NE.FA.HS.4.5.A   Evaluate the social, cultural, and media influences on theatrical elements and works.

NE.FA.HS.4.5.B   Evaluate theatrical elements and works for cultural appropriation.

NE.FA.HS.4.5.C   Explain how to obtain and follow all performance rights associated with theatrical productions.

NE.FA.HS.4.5.D   Cite artists correctly when using, adapting, and/or performing theatrical elements or works.

Theatre Education Standards Vertical Alignment

The following displays the theatre education standards for vertical alignment, allowing teachers and students to see the progression of the standards and indicators through grade bands.

Strand (Artistic Process): Connect

Theatre artists/Students tell stories that reflect and shape understanding of people, places, and events across cultures and history connecting us all through shared human experiences.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Connect (Artistic Process)	NE.FA.1.4.1 Identify personal, social, cultural, and historical connections with theatre.	NE.FA.3.4.1 Describe and share personal, social, cultural, and historical connections with theatre.	NE.FA.5.4.1 Discuss personal, social, cultural, and historical connections with theatre.	NE.FA.MS.4.1 Integrate and express personal, social, cultural, and historical connections with theatre.	NE.FA.HS.4.1 Analyze the personal, social, cultural, and historical connections with theatre.
Personal Connection	NE.FA.1.4.1.A Identify connections between a story and one's own life.	NE.FA.3.4.1.A Describe the connections between a story and one's own life.	NE.FA.5.4.1.A Discuss the impact of theatrical works as a tool for self-expression, reflection, and change.	NE.FA.MS.4.1.A Explain the impact of theatrical works as a tool for self-expression, reflection, and change.	NE.FA.HS.4.1.A Analyze the impact of theatrical works as a tool for self-expression, reflection, and change.
Contextual Understanding 1	NE.FA.1.4.1.B Distinguish between real life and fiction in theatre.	NE.FA.3.4.1.B Describe differences between historical events and dramatizations of events in a theatrical work.	NE.FA.5.4.1.B Discuss differences between historical events and dramatizations of events in a theatrical work.	NE.FA.MS.4.1.B Explain differences between historical events and dramatizations of events in theatrical works.	NE.FA.HS.4.1.B Analyze differences between historical events and dramatizations of events in theatrical works.
Contextual Understanding 2	NE.FA.1.4.1.C Identify how personal, social, cultural or historical contexts influence a theatrical work.	NE.FA.3.4.1.C Describe how personal, social, cultural, or historical contexts influence a theatrical work.	NE.FA.5.4.1.C Discuss how personal, social, cultural, or historical contexts influence a theatrical work.	NE.FA.MS.4.1.C Describe the personal, social, cultural, and/or historical significances of different theatrical forms, (e.g. Greek theatre, Kabuki theatre, Renaissance theatre).	NE.FA.HS.4.1.C Analyze the personal, social, cultural, and historical significances of theatrical forms as they have evolved and continue to evolve.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Influence of Technology	NE.FA.1.4.1.D Identify how advances in technology have impacted the field of theatre.	NE.FA.3.4.1.D Describe how advances in technology have impacted and contributed to the field of theatre.	NE.FA.5.4.1.D Discuss how advances in technology impact learning and creating in the field of theatre.	NE.MS.FA.4.1.D Explain the relationship between technology, digital applications, and intellectual property in the field of theatre.	NE.FA.HS.4.1.D Apply emerging innovations, ethical use of intellectual property, and technologies in the field of theatre.
Interdisciplinary Studies	NE.FA.1.4.1.E Identify similarities and differences between theatre and other arts disciplines.	NE.FA.3.4.1.E Describe how elements of all arts subjects integrate to create theatrical works.	NE.FA.5.4.1.E Discuss how theatre arts skills and processes compare with academic disciplines outside of the arts.	NE.FA.MS.4.1.E Express how theatre arts skills and processes enhance learning across all academic disciplines.	NE.FA.HS.4.1.E Analyze interdisciplinary connections in theatre across various career fields.
Transferable Skills	NE.FA.1.4.1.F Identify different skills used in theatre, such as communication, collaboration, problem-solving, perseverance, or creativity.	NE.FA.3.4.1.F Describe how transferable skills learned in theatre such as communication, collaboration, problem-solving, perseverance, or creativity can be used in school and daily life.	NE.FA.5.4.1.F Discuss how transferable skills developed through theatre, such as communication, collaboration, problem-solving, perseverance, or creativity can be used in school and daily life.	NE.FA.MS.4.1.F Express how transferable skills developed through theatre, such as communication, collaboration, problem-solving, perseverance, and creativity can be applied to a variety of situations.	NE.FA.HS.4.1.F Analyze how transferable skills developed through theatre, such as communication, collaboration, problem-solving, perseverance, and creativity can strengthen work in other academics or careers.
Career Readiness	NE.FA.1.4.1.G Identify jobs in a theatrical production.	NE.A.3.4.1.G Describe performance and technical jobs in a theatrical production.	NE.FA.5.4.1.G Discuss the jobs and skills for the creation, design, and production of theatrical works that lead to careers in the theatre or a theatre-related field.	NE.FA.MS.4.1.G Express how theatre skills, characteristics, and behaviors used in producing theatrical works contribute to success in college and career readiness.	NE.FA.HS.4.1.G Apply skills honed in theatre, such as the creativity and collaboration needed to produce a theatrical work, to other academic and professional domains.

Strand (Artistic Process): Create

Theatre artists/Students create theatrical works through storytelling, character development, and design, exploring themes, perspectives, and personal experiences.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middel School (Grades 6-8)	High School (Grades 9-12)
Create (Artistic Process)	NE.FA.1.4.2 Create stories through dramatic play.	NE.FA.3.4.2 Create and share stories that communicate meaning through theatre.	NE.FA.5.4.2 Create and communicate plot elements through theatre.	NE.FA.MS.4.2 Create and communicate concepts, meaning, and artistic vision through theatre.	NE.FA.HS.4.2 Create, refine, and communicate a cohesive artistic vision through theatre.
Playwriting and storytelling	NE.FA.1.4.2.A Engage in creative play to tell a story.	NE.FA.3.4.2.A Tell a story describing a real or imagined event.	NE.FA.5.4.2.A Write a short script incorporating dialogue.	NE.FA.MS.4.2.A Write a script with multiple characters including dialogue and stage directions.	NE.FA.HS.4.2.A Refine a script with multiple characters, including dialogue and stage directions, to evaluate how well it communicates the artistic vision.
Theme	NE.FA.1.4.2.B Engage in creative play using a given theme to tell a story.	NE.FA.3.4.2.B Identify themes of various theatrical works.	NE.FA.5.4.2.B Compare and contrast themes between theatrical works.	NE.FA.MS.4.2.B Create a scene that illustrates a theme.	NE.FA.HS.4.2.B Create a theatrical work that illustrates a theme.
Characterization	NE.FA.1.4.2.C Show characters through body movement.	N3.FA.3.4.2.C Demonstrate a character using posture, movements, facial expressions, and gestures.	NE.FA.5.4.2.C Demonstrate a character using posture, movements, facial expressions, gestures, and vocal choices.	NE.FA.MS.4.2.C Rehearse different characters using posture, movements, facial expressions, gestures, and vocal choices.	NE.FA.HS.4.2.C Develop a specific character through exploration of posture, movement, facial expression, gesture, and vocal choices.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middel School (Grades 6-8)	High School (Grades 9-12)
Research and design	NE.FA.1.4.2.D Identify how the technical elements such as set, props, costumes, hair, lighting, sound, etc. help convey the meaning of a story.	NE.FA.3.4.2.D Discuss how technical elements such as set, props, costumes, hair, lighting, sound, etc. help convey the meaning of a story.	NE.FA.5.4.2.D Design technical elements such as set, props, costumes, hair, makeup, lighting, and sound to convey meaning.	NE.FA.MS.4.2.D Refine how designed technical elements such as set, props, costumes, hair, makeup, lighting, and sound convey meaning.	NE.FA.HS.4.2.D Evaluate how designed technical elements such as set, props, costumes, hair, makeup, lighting, and sound convey meaning to realize the artistic vision.
Construct and Create	NE.FA.1.4.2.E Identify the technical elements such as set, props, costumes, hair, makeup, lighting, or sound of a story.	NE.FA.3.4.2.E With prompting and support, collaborate to create a technical element such as set, props, costumes, hair, makeup, lighting and/or sound.	NE.FA.5.4.2.E Collaborate to create technical elements such as set, props, costumes, hair, makeup, lighting and/or sound.	NE.FA.MS.4.2.E Create technical elements such as set, props, costumes, hair, makeup, lighting and/or sound using materials that enhance the meaning of the theatrical work.	NE.FA.HS.4.2.E Construct pertinent technical elements such as set, props, costumes, hair, makeup, lighting and/or sound using materials that enhance the meaning of the theatrical work to realize the artistic vision.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middel School (Grades 6-8)	High School (Grades 9-12)
Staging a Script using Plot Elements, Blocking and Characters	NE.FA.1.4.2.F Create a tableau, or silent motionless stage picture, of a scene after hearing a story.	NE.FA.3.4.2.F Create tableaus showing the beginning, middle, and end of a story, explaining how each represents something in the story.	NE.FA.5.4.2.F Stage a scene from a theatrical work that introduces and resolves a conflict.	NE.FA.MS.4.2.F Rehearse a scene from a theatrical work using essential plot elements, purposeful staging, and character development to communicate the structure and emotional arc of the story.	NE.FA.HS.4.2.F Refine a theatrical work using essential plot elements, purposeful staging, and character development to communicate the structure and emotional arc of the story.

Strand (Artistic Process): Perform

Theatre artists/Students collaboratively use voice, movement, and technical elements to convey meaning and share stories.

Process Component	Grades K-1	Grades 3-4	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Perform (Artistic Process)	NE.FA.1.4.3 With prompting and support, develop and show artistic ideas and components of theatrical works.	NE.FA.3.4.3 Develop and show artistic ideas and components of theatrical works.	NE.FA.5.4.3 Revise and perform artistic ideas and components of theatrical works.	NE.FA.MS.4.3 Refine and perform artistic ideas and theatrical works.	NE.FA.HS.4.3 Synthesize and perform artistic ideas and theatrical works.
Voice	NE.FA.1.4.3.A With prompting and support, show how one's voice can be used in different ways to create a character.	NE.FA.3.4.3.A Demonstrate how one's own voice portrays different characters through the use of articulation, projection, and inflection.	NE.FA.5.4.3.A Perform different characters using voice elements of articulation, projection, and inflection.	NE.FA.MS.4.3.A Perform a chosen character in a monologue or scene using voice elements of rate, articulation, enunciation, projection, and inflection.	NE.FA.HS.4.3.A Synthesize voice elements of rate, articulation, enunciation, projection, and inflection to portray a specific character in a theatrical work.
Physicality, Movement, Facial Expressions	NE.FA.1.4.3.B With prompting and support, demonstrate how movements can be used in different ways to create a character.	NE.FA.3.4.3.B Develop movements to portray a character.	NE.FA.5.4.3.B Perform movements and facial expressions to portray different characters.	NE.FA.MS.4.3.B Portray a character and their relationship with others in a scene using blocking, movement, and facial expressions.	NE.FA.HS.4.3.B Synthesize characters, relationships, and the actor's objectives for a scene using blocking, movements, and facial expressions.
Performance Space	NE.FA.1.4.3.C With prompting and support, tell a story in a performance space.	NE.FA.3.4.3.C Show a story in performance space.	NE.FA.5.4.3.C Rehearse a theatrical work using a few technical elements in a designated performance space.	NE.FA.MS.4.3.C Refine a theatrical work using technical elements in a designated performance space.	NE.FA.HS.4.3.C Perform a theatrical work using designed technical elements in a designated performance space.

Process Component	Grades K-1	Grades 3-4	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Incorporating Technical Elements	NE.FA.1.4.3.D With prompting and support, demonstrate the use of simple technical elements to tell a story.	NE.FA.3.4.3.D Utilize simple technical elements to tell a story.	NE.FA5.4.3.D Implement a few technical elements to reflect dramatic styles and artistic choices in theatrical works.	NE.FA.MS.4.3.D Refine technical elements to enhance dramatic styles and artistic choices in theatrical works.	NE.FA.HS.4.3.D Perform tailored theatrical works that implement technical designs that consider a range of audiences, spaces, and budgets.
Feedback and Self-Evaluation	NE.FA.1.4.3.E With prompting and support, demonstrate vocal and physical theatrical skills that express emotions or ideas in a story through self-reflection and feedback from teacher and/or peers.	NE.FA.3.4.3.E Demonstrate vocal and physical theatrical skills that express emotions or ideas in a story through self-reflection and feedback from teacher and/or peers.	NE.FA.5.4.3.E Apply feedback from self, teacher and/or peers to strengthen vocal and physical theatrical skills that express emotions or ideas in a story.	NE.FA.MS.4.3.E Refine one's own performance through self-reflection and feedback, determining how effectively it contributes to the overall production.	NE.FA.HS.4.3.E Synthesize one's performance through self-reflection and feedback, determining how effectively it contributes to the overall production and artistic vision.

Process Component	Grades K-1	Grades 3-4	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Goal Setting	NE.FA.1.4.3.F With prompting and support, develop goals for theatrical processes in order to tell a story.	NE.FA.3.4.3.F Develop goals for theatrical processes in order to tell a story.	NE.FA.5.4.3.F Revise goals for theatrical processes and presentations.	NE.FA.MS.4.3.F Refine goal setting and revision processes while considering creative and technical challenges for a theatrical performance.	NE.FA.HS.4.3.F Synthesize goal setting and revision processes while considering creative and technical challenges to strengthen a theatrical performance.
Health and Safety	NE.FA.1.4.3.G With prompting and support, follow safety procedures provided by the teacher for theatrical spaces.	NE.FA.3.4.3.G Follow the safety procedures provided by the teacher for the responsible use and care of theatrical spaces and materials.	NE.FA.5.4.3.G Demonstrate the safety procedures provided by the teacher for the responsible use and care of theatrical spaces, equipment, and materials.	NE.FA.MS.4.3.G Integrate the safety procedures provided by the teacher regarding the use and care of theatrical spaces, equipment, and materials.	NE.FA.HS.4.3.G Embody accepted safety procedures regarding the responsible use and care of theatrical spaces, equipment, and materials.

Strand (Artistic Process): Respond

Theatre artists/Students evaluate and respond to theatrical experiences in a thoughtful way, considering themselves and the world around them.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Respond (Artistic Process)	NE.FA.1.4.4 Identify responses to artistic works.	NE.FA.3.4.4 Describe responses to artistic works.	NE.FA.5.4.4 Discuss responses to artistic works and intent.	NE.FA.MS.4.4 Analyze responses to artistic works and intent.	NE.FA.HS.4.4 Evaluate repones to artistic work and intent.
Observation	NE.FA.1.4.4.A Identify what actors do in a performance; how they move, speak and portray a character.	NE.FA.3.4.4.A Describe how an actor's voice, movements, and facial expressions show what a character is feeling or doing.	NE.FA.5.4.4.A Discuss how an actor's choices of voice, movements, and facial expressions help the audience understand a character or part of the story.	NE.FA.MS.4.4.A Analyze how the actor's choices of voice, movements, and blocking impact the audience's understanding of the character's feelings and relationships.	NE.FA.HS.4.4.A Evaluate how actor's choices of voice, movements, and blocking impact the audience's understanding of character, relationships, and impact the overall performance.
Interpretation	NE.FA.1.4.4.B Identify the impacts of theatrical works using appropriate theatre terminology.	NE.FA.3.4.4.B Describe the settings of theatrical works from a variety of social, cultural, and historical contexts using appropriate theatre terminology.	NE.FA.5.4.4.B Discuss the relationships between performance elements of various social, cultural, and historical contexts in creating meaning for theatre.	NE.FA.MS.4.4.B Interpret the interactions between performers and audiences during theatrical works of various social, cultural, and historical contexts.	NE.FA.HS.4.4.B Analyze the interactions between performers and audiences during theatrical works of various social, cultural, and historical contexts.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Critique	NE.FA.1.4.4.C With prompting and support, identify how performance elements such as acting, setting, movement, and technical design affect the story.	NE.FA.3.4.4.C Describe how performance elements such as acting, setting, movement, and technical design affect the story.	NE.FA.5.4.4.C Discuss how performance elements such as acting, setting, movement, and technical design affect the story and audience experience.	NE.FA.MS.4.4.C Interpret how performance elements such as acting, setting, movement, and technical design contribute to the effectiveness of a scene or story.	NE.FA.HS.4.4.C Critique how performance elements such as acting, setting, movement, and technical design contribute to the effectiveness of a scene or story.
Aesthetic Response	NE.FA.1.4.4.D Identify how specific moments in a theatrical performance affected one's own feelings or thoughts.	NE.FA.3.4.4.D Describe how a specific moment in a theatrical performance affected one's own feelings or thoughts.	NE.FA.5.4.4.D Discuss how a theatrical performance affected one's own feelings and thoughts.	NE.FA.MS.4.4.D Explain a personal reaction to a theatrical performance using details from the acting, design, direction, or story.	NE.FA.HS.4.4.D Evaluate personal reactions to a theatrical performance citing specific artistic choices.

Strand (Artistic Process): Creative Attribution

Theatre artists/Students appropriately represent, acknowledge, and attribute the creative works of others.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Creative Attribution (Artistic Process)	NE.FA.1.4.5 Identify the difference between original and copied stories and theatrical works.	NE.FA.3.4.5 Describe the difference between performing another's story or theatrical work and creating original stories or theatrical works.	NE.FA.5.4.5 Describe how to responsibly use and adapt theatrical works.	NE.FA.MS.4.5 Explain how to legally and ethically create, adapt, and share theatrical elements and works in both physical and digital spaces.	NE.FA.HS.4.5 Evaluate the legal, ethical, and cultural implications of creating and sharing theatrical works.
Inspirational Influences	NE.FA.1.4.5.A Identify the title and writer of a play or story before performing, recognizing that someone created the work.	NE.FA.3.4.5.A Describe when stories or theatrical works of an individual influence the stories or theatrical works of others.	NE.FA.5.4.5.A Credit playwrights and theatre artists when using or adapting their work.	NE.FA.MS.4.5.A Analyze the social, cultural, and media influences on theatrical elements and works.	NE.FA.HS.4.5.A Evaluate the social, cultural, and media influences on theatrical elements and works.
Cultures	NE.FA.1.4.5.B Identify ways in which stories and theatrical works reflect groups of people.	NE.FA.3.4.5.B Describe respectful representation of cultures in stories and theatrical works.	NE.FA.5.4.5.B Discuss how to incorporate theatrical elements from various groups of people that accurately represent, honor, and respect the culture.	NE.FA.MS.4.5.B Discuss how cultural appropriation can occur in theatre and lead to misrepresentation of a group of people.	NE.FA.HS.4.5.B Evaluate theatrical elements and works for cultural appropriation.
Obtaining Permission	NE.FA.1.4.5.C Ask permission before copying or sharing others' scripts or characters.	NE.FA.3.4.5.C Describe when permission should be obtained when sharing stories or theatrical works.	NE.FA.5.4.5.C Describe how to obtain permission to perform someone else's theatrical work.	NE.FA.MS.4.5.C Identify and follow all performance rights associated with theatrical productions.	NE.FA.HS.4.5.C Explain how to obtain and follow all performance rights associated with theatrical productions.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Giving Credit	NE.FA.1.4.5.D Identify the title and writer of a play of story before performing, giving credit to the creators.	NE.FA.3.4.5.D Describe how to give credit to theatre artists when sharing their work.	NE.FA.5.4.5.D Responsibly use and acknowledge online or digital resources when performing and sharing theatrical works.	NE.FA.MS.4.5.D Acknowledge artists correctly when using or adapting theatrical elements or works.	NE.FA.HS.4.5.D Cite artists correctly when using, adapting, and/or performing theatrical elements or works.

Nebraska College and Career Ready Standards

DRAFT: Visual Arts Education Standards

The following draft includes the proposed revisions to Nebraska College- and Career-Ready Standards for Visual Arts.

Grade Band: Kindergarten and Grade 1

Strand (Artistic Process): Connect

Artists/Students make meaning in their art by connecting their perceptions, knowledge, and personal experiences showing how art relates to different contexts and the human experience.

NE.FA.1.5.1   **Identify personal, social, cultural, and historical connections with artworks.**

NE.FA.1.5.1.A Identify the connections between artworks and personal experiences, emotions, or community events.

NE.FA.1.5.1.B Identify how people communicate personal experiences and culture through art.

NE.FA.1.5.1.C   Identify how advances in technology have impacted visual arts.

NE.FA.1.5.1.D   Identify similarities and differences between visual arts and other arts disciplines.

NE.FA.1.5.1.E Identify career readiness skills in the field of art.

NE.FA.1.5.1.F Identify various roles and careers in visual arts.

Strand (Artistic Process): Create

Artists/Students use the creative process—combining imagination, inquiry, reasoning, and technical skill—to explore ideas and concepts and create meaningful works of art.

NE.FA.1.5.2   **Create artworks using imagination and reasoning from the creative process.**

NE.FA.1.5.2.A With prompting and support, explore a variety of media and techniques to plan and visually communicate ideas.

NE.FA.1.5.2.B With prompting and support, explore the use of the elements of art, principles of design, and creative strategies to construct a composition through traditional and/or contemporary art practices.

NE.FA.1.5.2.C With prompting and support, develop a goal that demonstrates time management and perseverance through creative and technical challenges.

NE.FA.1.5.2.D With prompting and support, demonstrate artistic skills and techniques that express ideas through self-reflection and feedback from teacher and/or peers.

NE.FA.1.5.2.E With prompting and support, demonstrate responsible care of tools, equipment, and media into studio practices for visual arts.

Strand (Artistic Process): Present

Artists/Students consider various techniques, methods, evolving media/technologies, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

NE.FA.1.5.3   With prompting and support, select and show artistic ideas and works through visual art.

NE.FA.1.5.3.A With prompting and support, share an oral or written artist statement that communicates artistic voice and intent.

NE.FA.1.5.3.B With prompting and support, select artworks that communicate an artistic idea.

NE.FA.1.5.3.C   With prompting and support, display an artwork for a specific place and purpose, applying the appropriate methods and processes.

Strand (Artistic Process): Respond

Artists/Students analyze and evaluate how art, design, and images express and communicate meaning.

NE.FA.1.5.4   Identify responses to artistic works.

NE.FA.1.5.4.A Identify the subject, form, content, and media in an artwork.

NE.FA.1.5.4.B Identify how the subject, form, content, media, and/or context create meaning in an artwork.

NE.FA.1.5.4.C   With prompting and support, identify the meaning of artworks by using visual evidence and considering personal experiences, historical events, social contexts, and various perspectives.

NE.FA.1.5.4.D   Identify personal response to various artworks.

Strand (Artistic Process): Creative Attribution

Artists/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.1.5.5   Identify the difference between original and copied artistic ideas.

NE.FA.1.5.5.AIdentify when an artistic idea is one's own or someone else's.

NE.FA.1.5.5.BIdentify ways in which art reflects groups of people.

NE.FA.1.5.5.C   Ask permission before copying or sharing others' artistic ideas or works.

NE.FA.1.5.5.DExplain why we credit others for their ideas.

Grade Band: Grades 3 and 4

Strand (Artistic Process): Connect

Artists/Students make meaning in their art by connecting their perceptions, knowledge, and personal experiences showing how art relates to different contexts and the human experience.

NE.FA.3.5.1   **Describe personal, social, cultural, and historical connections with artworks.**

NE.FA.3.5.1.A Describe the connections between artworks and personal experiences, emotions, or community events.

NE.FA.3.5.1.B Describe the connections between artworks through various contemporary, historical, and cultural contexts.

NE.FA.3.5.1.C Describe how advances in technology have impacted and contributed to visual arts.

NE.FA.3.5.1.D Describe the integration of visual arts in other arts disciplines.

NE.FA.3.5.1.E Describe career readiness skills in the field of art.

NE.FA.3.5.1.F Describe visual art careers and organizations in Nebraska.

Strand (Artistic Process): Create

Artists/Students use the creative process—combining imagination, inquiry, reasoning, and technical skill—to explore ideas and concepts and create meaningful works of art.

NE.FA.3.5.2   **Create artworks using imagination, reasoning, and technical skill from the creative process.**

NE.FA.3.5.2.A Explore a variety of media and techniques to plan and visually communicate ideas.

NE.FA.3.5.2.B Explore the use of the elements of art, principles of design, and creative strategies to construct a composition through traditional and/or contemporary art practices.

NE.FA.3.5.2.C Develop a goal that demonstrates time management and perseverance through creative and technical challenges to create purposefully relevant artwork.

NE.FA.3.5.2.D Demonstrate artistic skills and techniques that express ideas through self-reflection and feedback from teacher and/or peers.

NE.FA.3.5.2.E Demonstrate responsible care and safe use of tools, equipment, and media into studio practices for visual arts.

Strand (Artistic Process): Present

Artists/Students consider various techniques, methods, evolving media/technologies, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

NE.FA.3.5.3   Develop and show artistic ideas and works through visual art.

NE.FA.3.5.3.ADevelop an oral or written artist or curation statement that communicates artistic voice and intent.

NE.FA.3.5.3.BSelect artworks that communicate an artistic idea.

NE.FA.3.5.3.C   Display an artwork for a specific place and purpose, applying the appropriate methods and processes.

Strand (Artistic Process): Respond

Artists/Students analyze and evaluate how art, design, and images express and communicate meaning.

NE.FA.3.5.4   Describe responses to artistic works.

NE.FA.3.5.4.ADescribe the subject, form, content, and media in an artwork.

NE.FA.3.5.4.BDescribe how the subject, form, content, media, and/or context create meaning in an artwork.

NE.FA.3.5.4.C   Describe the meaning of artworks by using visual evidence and considering personal experiences, historical events, social contexts, and various perspectives.

NE.FA.3.5.4.D   Describe personal response to various artworks.

Strand (Artistic Process): Creative Attribution

Artists/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.3.5.5   Describe the difference between copying another's artwork and creating original artistic ideas and works.

NE.FA.3.5.5.ADescribe when artwork of an individual influences the artwork of another individual.

NE.FA.3.5.5.BDescribe respectful representation of cultures in creating art.

NE.FA.3.5.5.C   Describe when permission should be obtained when creating and sharing artistic ideas and works.

NE.FA.3.5.5.DDescribe how to give credit when one is inspired by the work of others.

Grade Band: Grades 4 and 5

Strand (Artistic Process): Connect

Artists/Students make meaning in their art by connecting their perceptions, knowledge, and personal experiences showing how art relates to different contexts and the human experience.

NE.FA.5.5.1   **Discuss personal, social, cultural, and historical connections with artworks.**

NE.FA.5.5.1.ADiscuss connections between personal experiences, emotions, or community events inspire artwork.

NE.FA.5.5.1.BDiscuss artworks from various contemporary, historical, and cultural contexts.

NE.FA.5.5.1.C   Discuss how advances in technology impact learning about and creating visual arts.

NE.FA.5.5.1.D   Discuss how visual arts skills and processes compare with academic disciplines outside of the arts.

NE.FA.5.5.1.EDiscuss how art promotes civic engagement.

NE.FA.5.5.1.FDiscuss the skills and characteristics needed to have a career in visual arts or an art-related field.

Strand (Artistic Process): Create

Artists/Students use the creative process—combining imagination, inquiry, reasoning, and technical skill—to explore ideas and concepts and create meaningful works of art.

NE.FA.5.5.2 **Create and develop artworks using imagination, reasoning, and technical skill from the creative process.**

NE.FA.5.5.2.A Develop ideas, processes, techniques, and media to communicate personal voice.

NE.FA.5.5.2.B Develop the use of the elements of art, principles of design, and creative strategies to construct various compositions through traditional and/or contemporary art practices.

NE.FA.5.5.2.C Revise goals that demonstrate time management and perseverance through creative and technical challenges to create purposefully relevant artwork.

NE.FA.5.5.2.D Apply evidence-supported feedback from self, teacher, and/or peers to strengthen artworks through the creative process.

NE.FA.5.5.2.E Develop responsible habits for the care and safe use of tools, equipment, media, and media into studio practices for visual arts.

Strand (Artistic Process): Present

Artists/Students consider various techniques, methods, evolving media/technologies, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

NE.FA.5.5.3   Collect and display artistic ideas and works through visual art.

NE.FA.5.5.3.ADisplay an oral, written, or digital artist or curation statement that communicates artistic voice and intent categorizing how artworks, artifacts and/or objects in a body of work convey meaning, purpose, and relevance.

NE.FA.5.5.3.BCollect artworks with artifacts from the creative process that communicate an artistic idea.

NE.FA.5.5.3.C   Display artworks for a specific place and purpose, applying the appropriate methods and processes.

Strand (Artistic Process): Respond

Artists/Students analyze and evaluate how art, design, and images express and communicate meaning.

NE.FA.5.5.4   Discuss responses to artistic works and intent.

NE.FA.5.5.4.AAnalyze the subject, form, content, and media in an artwork.

NE.FA.5.5.5.BDiscuss how the subject, form, content, media, and/or context create meaning in an artwork.

NE.FA.5.5.5.C   Discuss how art can communicate meaning and intention using visual evidence and relevant visual art terminology.

NE.FA.5.5.5.D   Discuss a variety of responses to an artwork.

Strand (Artistic Process): Creative Attribution

Artists/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.5.5.5   Describe how to responsibly use and adapt artistic ideas and works.

NE.FA.5.5.5.A	Credit artists when using or adapting their work.

NE.FA.5.5.5.B	Discuss how to incorporate artistic ideas from various groups of people that accurately represent, honor, and respect the culture.

NE.FA.5.5.5.C	Use digital tools safely and ethically when sharing someone else's artwork.

NE.FA.5.5.5.D	Responsibly use and acknowledge online or digital resources when creating, sharing, or presenting artistic ideas and works.

Grade Band: Middle School (Grades 6-8)

Strand (Artistic Process): Connect

Artists/Students make meaning in their art by connecting their perceptions, knowledge, and personal experiences showing how art relates to different contexts and the human experience.

NE.FA.MS.5.1   **Integrate and express personal, social, cultural, and historical connections with artworks.**

NE.FA.MS.5.1.A   Express how artists define, shape, and empower their lives to inspire their artwork.

NE.FA.MS.5.1.B   Integrate ideas about artworks from various contemporary, historical, and cultural contexts.

NE.FA.MS.5.1.C   Explain the relationship between technology, digital applications, and intellectual property in visual arts.

NE.FA.MS.5.1.D   Express how visual arts skills and processes enhance learning across all academic disciplines.

NE.FA.MS.5.1.E   Explain how artists contribute to community success.

NE.FA.MS.5.1.F   Express how visual art skills, characteristics and behaviors contribute to success in college and career readiness.

Strand (Artistic Process): Create

Artists/Students use the creative process—combining imagination, inquiry, reasoning, and technical skill—to explore ideas and concepts and create meaningful works of art.

NE.FA.MS.5.2 **Create and communicate concepts, meaning, and artistic vision using imagination, reasoning, and technical skill from the creative process through visual art.**

NE.FA.MS.5.2.A   Investigate ideas, processes, techniques, and media to demonstrate planning of artworks that communicate personal voice.

NE.FA.MS.5.2.B   Create artworks using the elements of art, principles of design, and creative strategies to construct various compositions through traditional and/or contemporary art practices.

NE.FA.MS.5.2.C   Refine goals throughout the creative process that demonstrate time management and perseverance through creative and technical challenges to create purposefully relevant artwork.

NE.FA.MS.5.2.D   Refine artworks throughout the creative process based on self-reflection and evidence-supported teacher and/or peer feedback.

NE.FA.MS.5.2.E   Integrate responsible care and safe use of tools, equipment, and media into studio practices for visual arts.

Strand (Artistic Process): Present

Artists/Students consider various techniques, methods, evolving media/technologies, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

NE.FA.MS.5.3 Collect and exhibit artistic ideas and works through visual art.

NE.FA.MS.5.3.A   Exhibit oral, written, or digital artistic and curation statements that communicate artistic voice and intent categorizing how artworks, artifacts, and/or objects in a body of work convey meaning, purpose, and relevance.

NE.FA.MS.5.3.B   Collect artworks with artifacts and objects from the creative process that communicate artistic ideas.

NE.FA.MS.5.3.C   Exhibit artworks for a specific place and purpose, applying appropriate methods and processes that consider the venue and viewer interaction.

Strand (Artistic Process): Respond

Artists/Students analyze and evaluate how art, design, and images express and communicate meaning.

NE.FA.MS.5.4 Analyze responses to artistic works and intent.

NE.FA.MS.5.4.A   Analyze the subject, form, content, and media in an artwork.

NE.FA.MS.5.4.B   Analyze how the subject, form, content, media, and/or context create meaning in an artwork.

NE.FA.MS.5.4.C   "Analyze how effectively artworks communicate meaning and intention citing visual evidence and using relevant visual art terminology.

NE.FA.MS.5.4.D   Analyze a variety of responses to an artwork.

Strand (Artistic Process): Creative Attribution

Artists/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.MS.5.5 Explain how to legally and ethically create, adapt, and share artistic ideas and works in both physical and digital spaces.

NE.FA.MS.5.5.A   Analyze the social, cultural, and media influences on artistic styles and works.

NE.FA.MS.5.5.B   Discuss how cultural appropriation can occur in visual arts and lead to misrepresentation of a group of people.

NE.FA.MS.5.5.C   Describe how fair use, copyright, public domain, open source, and creative commons affect the ability of artists to create, share, and present artworks.

NE.FA.MS.5.5.DAcknowledge artists correctly when adapting their artistic ideas or works.

Grade Band: High School (Grades 9-12)

Strand (Artistic Process): Connect

Artists/Students make meaning in their art by connecting their perceptions, knowledge, and personal experiences showing how art relates to different contexts and the human experience.

NE.FA.HS.5.1 **Analyze the personal, social, cultural, and historical connections with artworks.**

NE.FA.HS.5.1.A   Analyze how artists use their knowledge and experience to inspire personal creativity and artwork.

NE.FA.HS.5.1.B   Analyze artworks through various contemporary, historical, and cultural contexts.

NE.FA.HS.5.1.C   Apply emerging innovations, ethical use of intellectual property, and technologies in visual arts.

NE.FA.HS.5.1.D   Analyze interdisciplinary connections in visual art across career fields and populations.

NE.FA.HS.5.1.E   Analyze how artists manage personal career development.

NE.FA.HS.5.1.FApply skills honed in visual arts to strengthen work in other academic and professional domains.

Strand (Artistic Process): Create

Artists/Students use the creative process—combining imagination, inquiry, reasoning, and technical skill—to explore ideas and concepts and create meaningful works of art.

NE.FA.HS.5.2 **Create, refine, and communicate concepts, meaning, and artistic vision using imagination, inquiry, reasoning, and technical skill from the creative process through visual art.**

NE.FA.HS.5.2.A	Synthesize ideas, processes, techniques, and media to demonstrate intentional planning of artworks that communicate purpose, personal voice, and intent.

NE.FA.HS.5.2.B	Refine the use of elements of art, principles of design, and creative strategies in various compositions to communicate meaning through traditional and contemporary art practices.

NE.FA.HS.5.2.C	Synthesize goal setting and revision processes while considering time management and perseverance through creative and technical challenges to create purposefully relevant artwork.

NE.FA.HS.5.2.D	Synthesize feedback from various sources throughout the creative process to revise artworks.

NE.FA.HS.5.2.EEmbody responsible care and safe use of tools, equipment, and media in studio practices for visual arts.

Strand (Artistic Process): Present

Artists/Students consider various techniques, methods, evolving media/technologies, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

NE.FA.HS.5.3   Curate and exhibit artistic ideas and works through visual art.

NE.FA.HS.5.3.A   Exhibit oral, written, or digital artistic and curation statements that communicate artistic voice and intent categorizing how artworks, artifacts, and/or objects in a body of work convey meaning, purpose, relevance, and connections to other artworks.

NE.FA.HS.5.3.B   Curate a body of work with artifacts and objects from the creative process that communicates artistic ideas.

NE.FA.HS.5.3.C   Exhibit a body of artwork for a specific place and purpose, applying appropriate methods and processes that consider the venue and viewer interaction.

Strand (Artistic Process): Respond

Artists/Students analyze and evaluate how art, design, and images express and communicate meaning.

NE.FA.HS.5.4   Evaluate responses to artistic works and intent.

NE.FA.HS.5.4.A   Evaluate an artist's use of subject, form, content and media in artworks.

NE.FA.HS.5.4.B   Evaluate how the subject, form, content, media, and/or context communicate meaning in artworks.

NE.FA.HS.5.4.C   Evaluate how effectively artworks communicate meaning and intention, independently citing visual evidence and using relevant visual art terminology.

NE.FA.HS.5.4.D   Analyze a variety of responses to multiple artworks.

Strand (Artistic Process): Creative Attribution

Artists/Students appropriately represent, acknowledge, and attribute the creative works of others.

NE.FA.HS.5.5 **Evaluate the legal, ethical, and cultural implications of creating and sharing artworks.**

NE.FA.HS.5.5.A   Evaluate the social, cultural, and media influences in one's own artwork.

NE.FA.HS.5.5.B   Evaluate one's own artwork for cultural and artistic appropriation.

NE.FA.HS.5.5.C   Analyze how fair use, copyright, public domain, open source, and creative commons affect the ability of artists to create artworks.

NE.FA.HS.5.5.D   Cite all creative influences, explaining how to obtain the legal and/or ethical right to use another artist's ideas or work.

Visual Arts Education Standards Vertical Alignment

The following displays the visual arts education standards for vertical alignment, allowing teachers and students to see the progression of the standards and indicators through grade bands.

Strand (Artistic Process): Connect

Artists/Students make meaning in their art by connecting their perceptions, knowledge, and personal experiences showing how art relates to different contexts and the human experience.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Connect (Artistic Process)	NE.FA.1.5.1 Identify personal, social, cultural, and historical connections with artworks.	NE.FA.3.5.1 Describe personal, social, cultural, and historical connections with artworks.	NE.FA.5.5.1 Discuss personal, social, cultural, and historical connections with artworks.	NE.FA.MS.5.1 Integrate and express personal, social, cultural, and historical connections with artworks.	NE.FA.HS.5.1 Analyze the personal, social, cultural, and historical connections with artworks.
Personal Connections - Making Meaning	NE.FA.1.5.1.A Identify the connections between artworks and personal experiences, emotions, or community events.	NE.FA.3.5.1.A Describe the connections between artworks and personal experiences, emotions, or community events.	NE.FA.5.5.1.A Discuss connections between personal experiences, emotions, or community events inspire artwork.	NE.FA.MS.5.1.A Express how artists define, shape, and empower their lives to inspire their artwork.	NE.FA.HS.5.1.A Analyze how artists use their knowledge and experience to inspire personal creativity and artwork.
Contextual Understanding - Making Meaning Through Context	NE.FA.1.5.1.B Identify how people communicate personal experiences and culture through art.	NE.FA.3.5.1.B Describe the connections between artworks through various contemporary, historical, and cultural contexts.	NE.FA.5.5.1.B Discuss artworks from various contemporary, historical, and cultural contexts.	NE.FA.MS.5.1.B Integrate ideas about artworks from various contemporary, historical, and cultural contexts.	NE.FA.HS.5.1.B Analyze artworks through various contemporary, historical, and cultural contexts.
Influences of Technology	NE.FA.1.5.1.C Identify how advances in technology have impacted visual arts.	NE.FA.3.5.1.C Describe how advances in technology have impacted and contributed to visual arts.	NE.FA.5.5.1.C Discuss how advances in technology impact learning about and creating visual arts.	NE.FA.MS.5.1.C Explain the relationship between technology, digital applications, and intellectual property in visual arts.	NE.FA.HS.5.1.C Apply emerging innovations, ethical use of intellectual property, and technologies in visual arts.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Interdisciplinary Studies - Artisanship, Creativity, and Purpose	NE.FA.1.5.1.D Identify similarities and differences between visual arts and other arts disciplines.	NE.FA.3.5.1.D Describe the integration of visual arts in other arts disciplines.	NE.FA.5.5.1.D Discuss how visual arts skills and processes compare with academic disciplines outside of the arts.	NE.FA.MS.5.1.D Express how visual arts skills and processes enhance learning across all academic disciplines.	NE.FA.HS.5.1.D Analyze interdisciplinary connections in visual art across career fields and populations.
Transferable Skills	NE.FA.1.5.1.E Identify career readiness skills in the field of art.	NE.FA.3.5.1.E Describe career readiness skills in the field of art.	NE.FA.5.5.1.E Discuss how art promotes civic engagement.	NE.FA.MS.5.1.E Explain how artists contribute to community success.	NE.FA.HS.5.1.E Analyze how artists manage personal career development.
Career Readiness	NE.FA.1.5.1.F Identify various roles and careers in visual arts.	NE.FA.3.5.1.F Describe visual art careers and organizations in Nebraska.	NE.FA.5.5.1.F Discuss the skills and characteristics needed to have a career in visual arts or an art-related field.	NE.FA.MS.5.1.F Express how visual art skills, characteristics and behaviors contribute to success in college and career readiness.	NE.FA.HS.5.1.F Apply skills honed in visual arts to strengthen work in other academic and professional domains.

Strand (Artistic Process): Create

Artists/Students use the creative process—combining imagination, inquiry, reasoning, and technical skill—to explore ideas and concepts and create meaningful works of art.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Create (Artistic Process)	NE.FA.1.5.2 Create artworks using imagination and reasoning from the creative process.	NE.FA.3.5.2 Create artworks using imagination, reasoning, and technical skill from the creative process.	NE.FA.5.5.2 Create and develop artworks using imagination, reasoning, and technical skill from the creative process.	NE.FA.MS.5.2 Create and communicate concepts, meaning, and artistic vision using imagination, reasoning, and technical skill from the creative process through visual art.	NE.FA.HS.5.2 Create, refine, and communicate concepts, meaning, and artistic vision using imagination, inquiry, reasoning, and technical skill from the creative process through visual art.
Planning and Media	NE.FA.1.5.2.A With prompting and support, explore a variety of media and techniques to plan and visually communicate ideas.	NE.FA.3.5.2.A Explore a variety of media and techniques to plan and visually communicate ideas.	NE.FA.5.5.2.A Develop ideas, processes, techniques, and media to communicate personal voice.	NE.FA.MS.5.2.A Investigate ideas, processes, techniques, and media to demonstrate planning of artworks that communicate personal voice.	NE.FA.HS.5.2.A Synthesize ideas, processes, techniques, and media to demonstrate intentional planning of artworks that communicate purpose, personal voice, and intent.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Design Process which comprises Composition, Elements of Ats, Principles of Design, Creative Strategies, Contemporary Art Practices	NE.FA.1.5.2.B With prompting and support, explore the use of the elements of art, principles of design, and creative strategies to construct a composition through traditional and/or contemporary art practices.	NE.FA.3.5.2.B Explore the use of the elements of art, principles of design, and creative strategies to construct a composition through traditional and/or contemporary art practices.	NE.FA.5.5.2.B Develop the use of the elements of art, principles of design, and creative strategies to construct various compositions through traditional and/or contemporary art practices.	NE.FA.MS.5.2.B Create artworks using the elements of art, principles of design, and creative strategies to construct various compositions through traditional and/or contemporary art practices.	NE.FA.HS.5.2.B Refine the use of elements of art, principles of design, and creative strategies in various compositions to communicate meaning through traditional and contemporary art practices.
Goal Setting, Time Management, and Perseverance	NE.FA.1.5.2.C With prompting and support, develop a goal that demonstrates time management and perseverance through creative and technical challenges.	NE.FA.3.5.2.C Develop a goal that demonstrates time management and perseverance through creative and technical challenges to create purposefully relevant artwork.	NE.FA.5.5.2.C Revise goals that demonstrate time management and perseverance through creative and technical challenges to create purposefully relevant artwork.	NE.FA.MS.5.2.C Refine goals throughout the creative process that demonstrate time management and perseverance through creative and technical challenges to create purposefully relevant artwork.	NE.FA.HS.5.2.C Synthesize goal setting and revision processes while considering time management and perseverance through creative and technical challenges to create purposefully relevant artwork.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Self-Reflection and Feedback	NE.FA.1.5.2.D With prompting and support, demonstrate artistic skills and techniques that express ideas through self-reflection and feedback from teacher and/or peers.	NE.FA.3.5.2.D Demonstrate artistic skills and techniques that express ideas through self-reflection and feedback from teacher and/or peers.	NE.FA.5.5.2.D Apply evidence-supported feedback from self, teacher, and/or peers to strengthen artworks through the creative process.	NE.FA.MS.5.2.D Refine artworks throughout the creative process based on self-reflection and evidence-supported teacher and/or peer feedback.	NE.FA.HS.5.2.D Synthesize feedback from various sources throughout the creative process to revise artworks.
Studio Practices, Health and Safety	NE.FA.1.5.2.E With prompting and support, demonstrate responsible care of tools, equipment, and media into studio practices for visual arts.	NE.FA.3.5.2.E Demonstrate responsible care and safe use of tools, equipment, and media into studio practices for visual arts.	NE.FA.5.5.2.E Develop responsible habits for the care and safe use of tools, equipment, media, and media into studio practices for visual arts.	NE.FA.MS.5.2.E Integrate responsible care and safe use of tools, equipment, and media into studio practices for visual arts.	NE.FA.HS.5.2.E Embody responsible care and safe use of tools, equipment, and media in studio practices for visual arts.

Strand (Artistic Process): Present

Artists/Students consider various techniques, methods, evolving media/technologies, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Preset (Artistic Process)	NE.FA.1.5.3 With prompting and support, select and show artistic ideas and works through visual art.	NE.FA.3.5.3 Develop and show artistic ideas and works through visual art.	NE.FA.5.5.3 Collect and display artistic ideas and works through visual art.	NE.FA.MS.5.3 Collect and exhibit artistic ideas and works through visual art.	NE.FA.HS.5.3 Curate and exhibit artistic ideas and works through visual art.
Intent/Artistic Voice	NE.FA.1.5.3.A With prompting and support, share an oral or written artist statement that communicates artistic voice and intent.	NE.FA.3.5.3.A Develop an oral or written artist or curation statement that communicates artistic voice and intent.	NE.FA.5.5.3.A Display an oral, written, or digital artist or curation statement that communicates artistic voice and intent categorizing how artworks, artifacts and/or objects in a body of work convey meaning, purpose, and relevance.	NE.FA.MS.5.3.A Exhibit oral, written, or digital artistic and curation statements that communicate artistic voice and intent categorizing how artworks, artifacts, and/or objects in a body of work convey meaning, purpose, and relevance.	NE.FA.HS.5.3.A Exhibit oral, written, or digital artistic and curation statements that communicate artistic voice and intent categorizing how artworks, artifacts, and/or objects in a body of work convey meaning, purpose, relevance, and connections to other artworks.
Selection and Curation	NE.FA.1.5.3.B With prompting and support, select artworks that communicate an artistic idea.	NE.FA.3.5.3.B Select artworks that communicate an artistic idea.	NE.FA.5.5.3.B Collect artworks with artifacts from the creative process that communicate an artistic idea.	NE.FA.MS.5.3.B Collect artworks with artifacts and objects from the creative process that communicate artistic ideas.	NE.FA.HS.5.3.B Curate a body of work with artifacts and objects from the creative process that communicates artistic ideas.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Presentation and Artisanship when Presenting	NE.FA.1.5.3.C With prompting and support, display an artwork for a specific place and purpose, applying the appropriate methods and processes.	NE.FA.3.5.3.C Display an artwork for a specific place and purpose, applying the appropriate methods and processes.	NE.FA.5.5.3.C Display artworks for a specific place and purpose, applying the appropriate methods and processes.	NE.FA.MS.5.3.C Exhibit artworks for a specific place and purpose, applying appropriate methods and processes that consider the venue and viewer interaction.	NE.FA.HS.5.3.C Exhibit a body of artwork for a specific place and purpose, applying appropriate methods and processes that consider the venue and viewer interaction.

Strand (Artistic Process): Respond

Artists/Students analyze and evaluate how art, design, and images express and communicate meaning.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Respond (Artistic Process)	NE.FA.1.5.4 Identify responses to artistic works.	NE.FA.3.5.4 Describe responses to artistic works.	NE.FA.5.5.4 Discuss responses to artistic works and intent.	NE.FA.MS.5.4 Analyze responses to artistic works and intent.	NE.FA.HS.5.4 Evaluate responses to artistic works and intent.
Observation - Describe	NE.FA.1.5.4.A Identify the subject, form, content, and media in an artwork.	NE.FA.3.5.4.A Describe the subject, form, content, and media in an artwork.	NE.FA.5.5.4.A Analyze the subject, form, content, and media in an artwork.	NE.FA.MS.5.4.A Analyze the subject, form, content, and media in an artwork.	NE.FA.HS.5.4.A Evaluate an artist's use of subject, form, content and media in artworks.
Interpretation - Determining Artistic Meaning	NE.FA.1.5.4.B Identify how the subject, form, content, media, and/or context create meaning in an artwork.	NE.FA.3.5.4.B Describe how the subject, form, content, media, and/or context create meaning in an artwork.	NE.FA.5.5.5.B Discuss how the subject, form, content, media, and/or context create meaning in an artwork.	NE.FA.MS.5.4.B Analyze how the subject, form, content, media, and/or context create meaning in an artwork.	NE.FA.HS.5.4.B Evaluate how the subject, form, content, media, and/or context communicate meaning in artworks.
Critique	NE.FA.1.5.4.C With prompting and support, identify the meaning of artworks by using visual evidence and considering personal experiences, historical events, social contexts, and various perspectives.	NE.FA.3.5.4.C Describe the meaning of artworks by using visual evidence and considering personal experiences, historical events, social contexts, and various perspectives.	NE.FA.5.5.5.C Discuss how art can communicate meaning and intention using visual evidence and relevant visual art terminology.	NE.FA.MS.5.4.C Analyze how effectively artworks communicate meaning and intention citing visual evidence and using relevant visual art terminology.	NE.FA.HS.5.4.C Evaluate how effectively artworks communicate meaning and intention, independently citing visual evidence and using relevant visual art terminology.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Aesthetic Response	NE.FA.1.5.4.D Identify personal response to various artworks.	NE.FA.3.5.4.D Describe personal response to various artworks.	NE.FA.5.5.5.D Discuss a variety of responses to an artwork.	NE.FA.MS.5.4.D Analyze a variety of responses to an artwork.	NE.FA.HS.5.4.D Analyze a variety of responses to multiple artworks.

Strand (Artistic Process): Creative Attribution

Artists/Students appropriately represent, acknowledge, and attribute the creative works of others.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Creative Attribution (Artistic Process)	NE.FA.1.5.5 Identify the difference between original and copied artistic ideas.	NE.FA.3.5.5 Describe the difference between copying another's artwork and creating original artistic ideas and works.	NE.FA.5.5.5 Describe how to responsibly use and adapt artistic ideas and works.	NE.FA.MS.5.5 Explain how to legally and ethically create, adapt, and share artistic ideas and works in both physical and digital spaces.	NE.FA.HS.5.5 Evaluate the legal, ethical, and cultural implications of creating and sharing artworks.
Inspiration Influences	NE.FA.1.5.5.A Identify when an artistic idea is one's own or someone else's.	NE.FA.3.5.5.A Describe when artwork of an individual influences the artwork of another individual.	NE.FA.5.5.5.A Credit artists when using or adapting their work.	NE.FA.MS.5.5.A Analyze the social, cultural, and media influences on artistic styles and works.	NE.FA.HS.5.5.A Evaluate the social, cultural, and media influences in one's own artwork.
Cultures	NE.FA.1.5.5.B Identify ways in which art reflects groups of people.	NE.FA.3.5.5.B Describe respectful representation of cultures in creating art.	NE.FA.5.5.5.B Discuss how to incorporate artistic ideas from various groups of people that accurately represent, honor, and respect the culture.	NE.FA.MS.5.5.B Discuss how cultural appropriation can occur in visual arts and lead to misrepresentation of a group of people.	NE.FA.HS.5.5.B Evaluate one's own artwork for cultural and artistic appropriation.

Process Component	Grades K-1	Grades 2-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)
Obtaining Permission	NE.FA.1.5.5.C Ask permission before copying or sharing others' artistic ideas or works.	NE.FA.3.5.5.C Describe when permission should be obtained when creating and sharing artistic ideas and works.	NE.FA.5.5.5.C Use digital tools safely and ethically when sharing someone else's artwork.	NE.FA.MS.5.5.C Describe how fair use, copyright, public domain, open source, and creative commons affect the ability of artists to create, share, and present artworks.	NE.FA.HS.5.5.C Analyze how fair use, copyright, public domain, open source, and creative commons affect the ability of artists to create artworks.
Giving Credit	NE.FA.1.5.5.D Explain why we credit others for their ideas.	NE.FA.3.5.5.D Describe how to give credit when one is inspired by the work of others.	NE.FA.5.5.5.D Responsibly use and acknowledge online or digital resources when creating, sharing, or presenting artistic ideas and works.	NE.FA.MS.5.5.D Acknowledge artists correctly when adapting their artistic ideas or works.	NE.FA.HS.5.5.D Cite all creative influences, explaining how to obtain the legal and/or ethical right to use another artist's ideas or work.