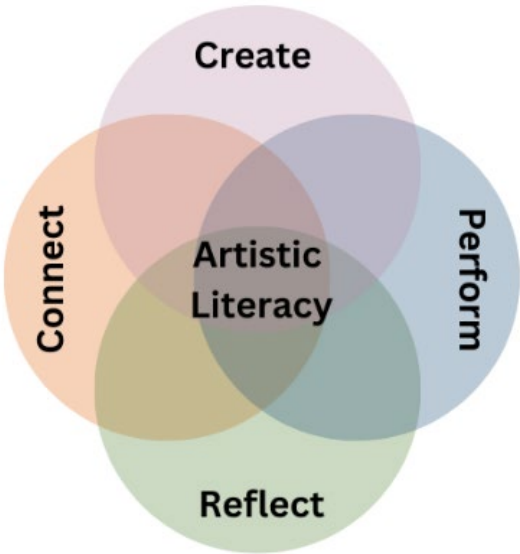


Fine Arts Model Curriculum

The Ohio Department of Education and Workforce encourages fine arts educators to use the standards to develop the creative imagination, skills, and dispositions that students need in order to be challenged to discover and learn, prepared to pursue a fulfilling post-high school path, and empowered to become a resilient lifelong learner who contributes to society. Education in the arts is essential to support the Department vision of [Future Forward Ohio](#). The Content Standards and Model Curriculum address each of the following coordinated strategies to facilitate success:

- **OVERCOMING OBSTACLES TO LEARNING:** Instruction in the arts engages students and has been demonstrated to be effective in combatting chronic absenteeism and promoting positive student wellness.
- **ACCELERATING LEARNING:** Instruction in the arts enhances the learning of literacy and numeracy, technology, and 21st century skills.
- **PREPARING STUDENTS FOR FUTURE SUCCESS:** Instruction in the arts fosters design thinking, creativity, and problem solving. Fluency in the Artistic Process supports student cultivation of 21st century skills and dispositions to support their personal and professional goals.



Overview

The purpose of the model curriculum is to provide clarity on Ohio’s Learning Standards for Fine Arts and set the foundation for planning and developing instruction to implement these standards. The model curriculum reflects the expertise and collaboration of Ohio arts educators. It outlines various domains and descriptors, including standards, enduring understandings, content elaborations, essential questions, lesson activity descriptions, expectations for learning, sample assessments, related standards, and career connections. Ohio’s Learning Standards and Model Curriculum provide a framework from which local curricula can be developed. It is not the curriculum. The curriculum will continue to be a local responsibility.

Model Curriculum Domains and Descriptors

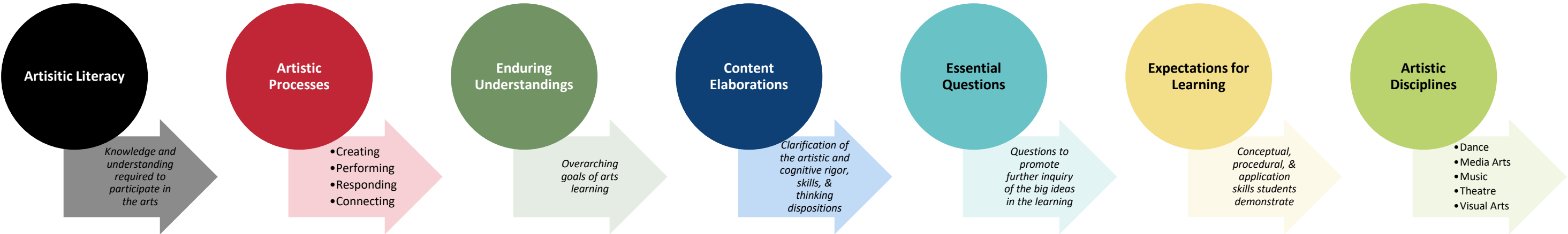
DOMAIN	WHAT IT DESCRIBES
Standards	<i>Standards</i> describe what students should know and be able to do throughout K-12.
Enduring Understandings	<i>Enduring Understandings</i> describe what students will carry forward from instruction.
Content Elaborations	<i>Content Elaborations</i> are break down the artistic and cognitive rigor, skills, and thinking dispositions of the <i>Enduring Understandings</i> so the learner can understand, discuss, and demonstrate growth and mastery as they progress through the grade-/skill-levels.
Essential Questions	<i>Essential Questions</i> focus the big ideas of the enduring understandings.
Expectations for Learning	<i>Expectations for Learning</i> clarify the conceptual, procedural, and application skills in the arts students will be able to demonstrate.
Career Connections	<i>Career Connections</i> help students develop a vision and realistic plan for their futures – during K-12 and beyond.

In the shift from skill-based learning standards to cognitive and artistic process-based learning standards, the arts techniques and skills become the activity by which learning is activated. The techniques and artistic skills taught at various grade- or skill-levels will be dependent on the local context, student and teacher experience, and resources available. Artistic cognitive rigor is understood as a process of building conceptual understanding, procedural skills and fluency, and applying learning. What this may look like in practice may vary from arts discipline to arts discipline, and even between genres or types of arts. Additional information about how to support differentiating and scaffolding instruction by grade-/skill-level and resources to guide determinations of how to best align curriculum and instruction to local contexts is available in the Fine Arts Implementation Guide.

 Access the 2024 [Ohio Learning Standards for Fine Arts](#) and [the Crosswalk Documents for the 2024 Fine Arts Standards](#) for more information.

Organization of Model Curriculum

This document presents the framework of essential elements (enduring understandings, content elaborations, essential questions, and expectations for learning) first from the general and encompassing perspective of all five artistic disciplines. Since the Fine Arts Learning Standards are grounded in the concept of *Artistic Literacy* and the foundational *Artistic Processes*, the enduring understandings are consistent across all five disciplines. The Model Curriculum starts with an overview of general content elaborations, essential questions, and expectations for learning to ensure consistency across all arts instruction for the benefit of students.



Each artistic discipline also has a table outlining discipline-specific content elaborations, essential questions, and expectations for learning that dive deeper into the nuanced differences and domain specific literacies of each artistic discipline. There is also an accompanying Matrix of Content Elaboration Progressions by grade-band as a sample for how students might progress through K-12 instruction. These discipline specific clarifications build on the general Fine Arts framework allowing students to engage in high-quality arts learning to support student goals for college, career, and beyond.

The section on Career Connections explores careers in the arts, careers that benefit from artistic skills and thinking dispositions, and resources for teachers to support career awareness, exploration, and planning.

The Model Curriculum concludes with a matrix of sample lesson ideas for arts integrated lessons that bridge arts learning in each discipline to other subject areas by grade band.

Ohio’s Vision for Arts Learning and Instruction

Ohio’s vision for learning and instruction in the arts is for every student to be engaged, enriched and empowered through high-quality arts learning to prepare them for personal and professional artistic pursuits. To achieve this vision:

Learners will:	Educators will:	Districts/Schools will:	The Department will:
<ul style="list-style-type: none">• Develop artistic literacy and thinking dispositions• Cultivate confidence in creative capacity• Attain a high level of technical proficiency in one or more artistic domains• Use creative thinking and reasoning skills to develop artistic works• Employ personal processes and skills to solve creative problems and present their work• Engage in analysis and interpretation to understand and evaluate artistic works• Connect the value of creative expressions with their personal and professional pursuits	<ul style="list-style-type: none">• Establish classroom/discipline-specific visions for high-quality instruction in the arts• Cultivate artistic literacy and artistic thinking dispositions by facilitating student exploration of the four artistic processes• Encourage artistic and creative thinking capacities• Utilize evidence-based instructional strategies and high-quality instructional materials• Promote diverse individual and cultural artistic expression• Ensure instruction supports both the student and the artistic enduring understandings	<ul style="list-style-type: none">• Establish local visions for high-quality instruction in the arts• Support the use and implementation of Fine Arts learning standards• Select and adopt high-quality instructional materials in the arts• Support and coach educators to increase subject-area knowledge and selection and implementation evidence-based instructional strategies and high-quality materials to equip teachers with the ability to engage ALL students	<ul style="list-style-type: none">• Support the use and implementation of Fine Arts learning standards• Consult with districts, schools and educators in selecting and adopting high-quality instructional materials• Design and deliver ongoing, high-quality professional learning opportunities• Increase district/school/ESCs with the knowledge, frameworks, and resources to equip teachers with the ability to engage ALL students

Fine Arts Model Curriculum Framework

Artistic Literacy																			
What is the knowledge and understanding required to participate authentically in the arts?																			
Artistic Processes																			
What cognitive and artistic knowledge, understandings, and skills are required for students to think like an artist?																			
How do students engage in cognitive and artistic rigor through the arts?																			
Creating					Performing					Responding					Connecting				
Artists/Students conceive and develop new artistic ideas and work.					Artists/students realize artistic ideas and work through interpretation and presentation.					Artists/students understand and evaluate how the arts convey meaning.					Artists/students relate artistic ideas and work with personal meaning and external content.				
Enduring Understandings																			
What are the overarching goals of arts learning?																			
What will students carry forward from the learning?																			
Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.					Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.					Artists/students engage in analysis and interpretation to understand and evaluate artistic works.					Artists/students understand and communicate the value of creative expressions in internal and external contexts.				
Content Elaborations																			
What are the artistic and cognitive rigor, skills, and thinking dispositions of the Enduring Understandings necessary so the learner can understand, discuss, and demonstrate growth and mastery as they progress through the grade-/skill-levels?																			
<ul style="list-style-type: none">• Generate and conceptualize artistic ideas and work individually and collaboratively.• Organize and develop artistic ideas and work collaboratively and individually.• Refine and complete artistic work collaboratively and individually.					<ul style="list-style-type: none">• Analyze, interpret, and select artistic work for presentation.• Develop and refine various artistic techniques and skills to present artistic work in various contexts.• Convey meaning through the presentation of artistic work in various contexts.					<ul style="list-style-type: none">• Perceive and analyze artistic work from a variety of sources.• Interpret intent and meaning in artistic work through verbal, written, and abstract forms of communication.• Apply criteria to observe and evaluate artistic work. Select and generate feedback and evaluation criteria aligned to various goals of artistic expression and techniques.					<ul style="list-style-type: none">• Synthesize and relate knowledge and personal experience to make art.• Relate artistic ideas with local, cultural, and historical contexts to deepen understanding of artistic work.• Explore artistic careers and how arts learning supports personal career goals.				
Essential Questions																			
What are the big ideas that stimulate thought, provoke inquiry, and spark more questions?																			
What conceptual connections promote curriculum coherence and support transfer of knowledge?																			
<ul style="list-style-type: none">• Where do artists get ideas for making art?• What influences choice-making when creating art?• How do artists use self-reflection, feedback, and documentation to improve the quality of art-making?					<ul style="list-style-type: none">• How do artists use common elements to express artistic technique and communicate ideas?• How do artists prepare to present, perform, or produce work and demonstrate artistic expression and technical skills?• How do artists heighten artistic expression in performance/presentation/production?					<ul style="list-style-type: none">• How is art understood?• How is art interpreted?• How do artists use criteria to evaluate art in different contexts?					<ul style="list-style-type: none">• How does art deepen our understanding of ourselves, other subjects, and the world?• How does knowing about the local, cultural, and historical contexts and community experience of art expand artistic literacy?• How does cultivating artistic literacy prepare students for post-secondary success?				
Expectations for Learning																			
What conceptual, procedural, and application skills in the arts will students be able to demonstrate?																			
<ul style="list-style-type: none">• Students can identify various places artists get ideas for making art.• Students can explain what influences choice-making when creating art.• Students can use self-reflection, feedback, and documentation to improve the quality of art-making.					<ul style="list-style-type: none">• Students can select, use, and assess appropriateness of common elements to express artistic techniques and communicate ideas.• Students can prepare artistic work for presentation and demonstrate artistic expression and technical skills.• Students can demonstrate and explain how artists heighten artistic expression in performance/presentation/production.					<ul style="list-style-type: none">• Students can analyze and perceive various artistic works, communicating their understanding.• Students can interpret meaning of art using written, verbal, or abstract forms to communicate their understanding.• Students can explain how to use and apply criteria to evaluate art in different contexts.					<ul style="list-style-type: none">• Students can relate how art deepens understanding of ourselves, other subjects, and the world.• Students can relate knowledge about local, cultural, and historical contexts and community experience to various artforms.• Students can explore artistic careers and how cultivating artistic literacy prepares students for post-secondary success.				
Artistic Disciplines																			
What are the targets for each grade- or skill-level to achieve the Enduring Understandings?																			
What indicators of performance should students be able to demonstrate at each grade- or skill-level?																			
What technical, conceptual, and procedural skills are required for artistic fluency?																			
Dance	Media Arts	Music	Theatre	Visual Arts	Dance	Media Arts	Music	Theatre	Visual Arts	Dance	Media Arts	Music	Theatre	Visual Arts	Dance	Media Arts	Music	Theatre	Visual Arts
Grade-/Skill-level Performance Indicators in the Standards					Grade-/Skill-level Performance Indicators in the Standards					Grade-/Skill-level Performance Indicators in the Standards					Grade-/Skill-level Performance Indicators in the Standards				

Model Curriculum: Dance

Artistic Literacy			
Artistic Processes			
Creating	Performing	Responding	Connecting
Artists/Students conceive and develop new artistic ideas and work.	Artists/students realize artistic ideas and work through interpretation and presentation.	Artists/students understand and evaluate how the arts convey meaning.	Artists/students relate artistic ideas and work with personal meaning and external content.
Enduring Understandings			
Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
Content Elaborations			
<ol style="list-style-type: none">Dancers use a variety of sources as inspiration to transform concepts and ideas into movement for artistic expression.Elements of dance, structures, and dance-making devices/tools serve both as a foundation and a departure point for dance makers to organize and develop creative work.Dance makers analyze, evaluate, refine, and document their work to communicate meaning.	<ol style="list-style-type: none">Space, time, and energy are commonly used elements of dance.Dancers develop their minds and bodies to communicate technical and artistic expression in dance performance.Dance performance is an interaction between performer, production elements, and audience which heightens and amplifies artistic expression.	<ol style="list-style-type: none">Dance can be perceived and analyzed to understand its meaning.Dance can be interpreted by considering intent, meaning, and artistic expression as communicated through the use of body, common dance elements, technique, dance making structures, and context.Criteria to evaluate dance varies across genres, styles, cultures, and context.	<ol style="list-style-type: none">Dance integrates and synthesizes personal experiences, knowledge, and context.Dance literacy includes deep knowledge and perspectives about historical, societal, cultural, and community contexts.Dance and kinesthetic literacy contribute to student post-secondary goals.
Essential Questions			
<ol style="list-style-type: none">Where do dance makers get ideas for dances?<ol style="list-style-type: none">How can ideas for dance be formed and developed to be effective and original?What influences choice making in dance making?How do dance makers use self-reflection, feedback, and documentation (digital and written notation) to improve the quality of their work?<ol style="list-style-type: none">What is required to create a dance that conveys purpose, meaning, and artistic quality?	<ol style="list-style-type: none">How do dancers work with common elements (such as space, time, and energy) to communicate artistic expression?How do dancers prepare their minds and bodies for dancing?<ol style="list-style-type: none">How are creativity and innovation developed within and through the dance-making process?How do dancers use various techniques when preparing to perform?How does a dancer heighten artistry (including both technical and artistic expression) in a public performance?<ol style="list-style-type: none">How can presenting or sharing dance in a public format help dancers learn and grow?	<ol style="list-style-type: none">How is dance understood?<ol style="list-style-type: none">How do we 'read' dance works and discern their relational components?How is dance interpreted?What criteria are used to evaluate dance?<ol style="list-style-type: none">When and how should we evaluate and critique dance works to improve them?	<ol style="list-style-type: none">How does dance deepen understanding of self, other knowledge, and events in the world?<ol style="list-style-type: none">How do we learn about and create meaning through dance?How does knowing about historical, societal, cultural, and community contexts and experiences expand dance literacy?<ol style="list-style-type: none">How does investigating these relationships inform and deepen dancers understanding and work?How does cultivating dance skills and kinesthetic literacy prepare students for post-secondary success?
Expectations for Learning			
<ol style="list-style-type: none">Students can identify various sources dance makers use to generate and conceptualize work (individually and collaboratively)<ol style="list-style-type: none">Students can make artistic choices to form effective and original dances.Students can make organizational choices to develop artistic ideas (individually and collaboratively).Students can use reflection and apply feedback to convey meaning and improve the quality of work.<ol style="list-style-type: none">Students can identify various components to create and refine dances that convey a purpose, intent, or artistic quality.	<ol style="list-style-type: none">Students can identify and demonstrate common elements (such as space, time, and energy) and how they contribute to artistic expression.Students can safely and appropriately prepare their minds and body for dancing.<ol style="list-style-type: none">Students can demonstrate creative and innovative thinking (individually and collaboratively) throughout the dance-making process.Students can demonstrate ability to perform various dance techniques in rehearsal and performance.Students can apply technical and artistic skills in public performances.<ol style="list-style-type: none">Students can explain how performing dance contributes to personal improvement.	<ol style="list-style-type: none">Students can analyze various dance works to determine meaning.<ol style="list-style-type: none">Students can relate various dance components and how they contribute to the meaning or understanding of the work.Students can use verbal, written, or abstract forms of communication to interpret intent and meaning in dances.Students can identify and apply criteria to evaluate dances (both their own and others).<ol style="list-style-type: none">Students can provide criticism and feedback that contributes to improving dance work.	<ol style="list-style-type: none">Students can connect knowledge and personal experience to deepen understanding.<ol style="list-style-type: none">Students can explain how dances communicate meaning and reflect cultural and historical context.Students can relate the historical, societal, cultural, or community context to how dance is understood and performed.<ol style="list-style-type: none">Students can investigate relationships between historical, societal, cultural, and community context to their understanding of dance and their own dance works.Students can connect their learning of dance skills, thinking dispositions, and creative processes to personal goals for college, career, and beyond.
Discipline Specific Performance Indicators			
Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards

Matrix of Dance Content Elaboration Progressions by Grade-Band

Creating	Performing	Responding	Connecting
<p>Dancers use a variety of sources as inspiration to transform concepts and ideas into movement for artistic expression:</p> <ul style="list-style-type: none">K-2: Students can explore basic movements inspired by everyday experiences, stories, and nature. They can create simple dance sequences based on their observations and imagination.3-5: Students can use more complex sources of inspiration such as cultural stories, historical events, and emotions. They can create dance sequences that express these inspirations.6-8: Students can explore a wide range of sources for inspiration, including literature, art, and personal experiences. They can create dance sequences that convey complex ideas and emotions.HS: Students can delve into diverse and sophisticated sources of inspiration, such as philosophical concepts, social issues, and advanced artistic works. They can create dance sequences that convey deep and nuanced meaning. <p>Elements of dance, structures, and dance-making devices/tools serve both as a foundation and a departure point for dance makers to organize and develop creative work:</p> <ul style="list-style-type: none">K-2: Students can learn basic elements of dance such as space, time, and energy. They can experiment with these elements to create simple dance routines.3-5: Students can explore more advanced elements of dance and structures, such as different types of movements, efforts, and formations. They can use these elements to create more intricate dance routines.6-8: Students can experiment with various dance-making devices and tools, such as props and multimedia elements. They can use these tools to enhance their dance routines.HS: Students can master the use of various dance elements, structures, and tools, creating highly complex and innovative dance routines. <p>Dance makers analyze, evaluate, refine, and document their work to communicate meaning:</p> <ul style="list-style-type: none">K-2: Students can begin to reflect on their dance creations, discussing what they liked and what they would change. They can document their dance sequences through drawings or simple written descriptions.3-5: Students can engage in more detailed analysis of their dance creations, using feedback from peers and teachers to refine their work. They can document their dance sequences through written descriptions and video recording.6-8: Students can engage in thorough analysis and evaluation of their dance creations, using self-reflection and peer feedback to refine their work. They can document their dance sequences through detailed written descriptions, video recordings, and digital portfolio.HS: Students can conduct comprehensive analysis and evaluation of their dance creations, using advanced techniques and tools to refine their work. They can document their dance sequences through professional-quality video recordings, detailed written descriptions, and digital portfolios.	<p>Space, time, and energy are commonly used elements of dance:</p> <ul style="list-style-type: none">K-2: Students can explore basic elements of dance such as space, time, and energy. They can experiment with these elements to create simple dance routines.3-5: Students experiment with different ways to express space, time, and energy. They can use these elements to create more intricate dance routines.6-8: Students can experiment how different expressions of space, time, and energy communicate ideas differently. They can use these elements to enhance their dance routines.HS: Students can select and apply the use of various dance elements in nuanced and sophisticated ways, creating highly complex and innovative dance routines. <p>Dancers develop their minds and bodies to communicate technical and artistic expression in dance performance.</p> <ul style="list-style-type: none">K-2: Students can safely and appropriately prepare their minds and bodies for dancing. They can demonstrate creative and innovative thinking throughout the dance-making process.3-5: Students can demonstrate ability to perform various dance techniques with kinesthetic awareness in rehearsal and performance. They can apply technical and artistic skills in public performances.6-8: Students can apply principles of alignment, core support, balance, focus, coordination, strength, and flexibility in rehearsals and the public presentation of dance works.HS: Students can demonstrate mastery of kinesthetic awareness and technical skills, including clarity of movement, expression, and intent when rehearsing and performing. <p>Dance performance is an interaction between performer, production elements, and audience which heightens and amplifies artistic expression:</p> <ul style="list-style-type: none">K-2: Students can begin to understand how performing dance contributes to personal improvement. They can reflect on their dance creations and discuss what they liked and what they would change.3-5: Students can engage in more detailed analysis of their dance creations, using feedback from peers and teachers to refine their work. They can document their dance sequences through written descriptions and video recordings.6-8: Students can conduct comprehensive analysis and evaluation of their dance creations, using advanced techniques and tools to refine their work. They can document their dance sequences through professional-quality video recordings, detailed written descriptions, and digital portfolios.HS: Students can conduct comprehensive analysis and evaluation of their dance creations, using advanced techniques and tools to refine their work. They can document their dance sequences through professional-quality video recordings, detailed written descriptions, and digital portfolios.	<p>Dance can be perceived and analyzed to understand its meaning:</p> <ul style="list-style-type: none">K-2: Students can begin to understand and analyze dance by observing and discussing simple dance movements and sequences. They can talk about what they see and how it makes them feel.3-5: Students can engage in more detailed analysis of dance by observing and discussing more complex dance movements and sequences. They can talk about the meaning and intent behind the movements.6-8: Students can engage in thorough analysis and evaluation of dance by observing and discussing complex dance movements and sequences. They can talk about the meaning and intent behind the movements and how they are communicated.HS: Students can conduct comprehensive analysis and evaluation of dance by observing and discussing highly complex dance movements and sequences. They can talk about the meaning and intent behind the movements and how they are communicated. <p>Dance can be interpreted by considering intent, meaning, and artistic expression as communicated through the use of body, common dance elements, technique, dance making structures, and context:</p> <ul style="list-style-type: none">K-2: Students can explore basic dance elements such as space, time, and energy. They can create simple dance routines and discuss the intent and meaning behind their movements.3-5: Students can explore more advanced dance elements and structures. They can create more intricate dance routines and discuss the intent and meaning behind their movements.6-8: Students can experiment with various dance-making devices and tools. They can create dance routines that convey complex ideas and emotions and discuss the intent and meaning behind their movements.HS: Students can master the use of various dance elements, structures, and tools. They can create highly complex and innovative dance routines and discuss the intent and meaning behind their movements. <p>Criteria to evaluate dance varies across genres, styles, cultures, and context:</p> <ul style="list-style-type: none">K-2: Students can learn to appreciate different dance styles and genres by watching performances and discussing what they liked and why. They can begin to understand that different dances have different criteria for evaluation.3-5: Students can learn to appreciate a wider range of dance styles and genres by watching performances and discussing what they liked and why. They can begin to understand that different dances have different criteria for evaluation.6-8: Students can learn to appreciate a diverse range of dance styles and genres by watching performances and discussing what they liked and why. They can understand that different dances have different criteria for evaluation.HS: Students can learn to appreciate a wide range of dance styles and genres by watching performances and discussing what they liked and why. They can understand that different dances have different criteria for evaluation.	<p>Dance integrates and synthesizes personal experiences, knowledge, and context:</p> <ul style="list-style-type: none">K-2: Students can connect basic movements inspired by everyday experiences, stories, and nature with simple dance sequences based on their observations and imagination.3-5: Students can use more complex sources of inspiration such as cultural stories, historical events, and emotions. They can compare dance sequences that express these inspirations.6-8: Students can relate a wide range of sources for inspiration, including literature, art, and personal experiences. They can analyze dance sequences that convey complex ideas and emotion.HS: Students can synthesize diverse and sophisticated sources of inspiration, such as philosophical concepts, social issues, and advanced artistic works. They can create dance sequences that connect personal experiences, knowledge, and inspiration contexts to communicate deep and nuanced meaning. <p>Dance literacy includes deep knowledge and perspectives about historical, societal, cultural, and community contexts:</p> <ul style="list-style-type: none">K-2: Students can begin to understand and analyze dance by observing and discussing simple dance movements and sequences. They can talk about what they see and how it makes them feel.3-5: Students can engage in more detailed analysis of dance by observing and how the historical, societal, cultural, and community contexts inform artistic choices. They can talk about the meaning and intent behind the movements.6-8: Students can engage in thorough analysis and evaluation of dance by observing and discussing complex dance movements and sequences. They can talk about the meaning and intent behind the movements and how they communicate aspects of the historical, societal, cultural, and community context of the dance.HS: Students can conduct comprehensive analysis and evaluation of dance by observing and discussing highly complex dance movements and sequences. They can cite evidence for their conception of the meaning and intent behind the movements and how artistic choices communicate the historical, societal, cultural, and community context of the dance.

Creating	Performing	Responding	Connecting
			<p>Dance and kinesthetic literacy contribute to student post-secondary goals:</p> <ul style="list-style-type: none">• K-2: Students can safely and appropriately prepare their minds and bodies for dancing. They can demonstrate creative and innovative thinking throughout the dance-making process. They can identify how the process of rehearsal can contribute to improving dances.• 3-5: Students can demonstrate ability to safely and appropriately prepare their minds and bodies for dancing in rehearsal and performance. They can explain how rehearsal and feedback processes contribute to improving the quality and enjoyment of dances.• 6-8: Students can select appropriate warmups and strategies to prepare their minds and bodies based on the context. They can document their dance sequences and rehearsal processes through detailed written descriptions, video recordings, and digital portfolios. Students can explain how dance informs their approach to learning other subjects. <p>HS: Students can create plans for rehearsals and performances. They can document their creative and rehearsal processes through detailed written descriptions, video recordings, and digital portfolios. They can explain how dance and the artistic process relates and supports their goals for college, career, and beyond.</p>

Model Curriculum: Media Arts

Artistic Literacy			
Artistic Processes			
Creating	Performing	Responding	Connecting
Artists/Students conceive and develop new artistic ideas and work.	Artists/students realize artistic ideas and work through interpretation and presentation.	Artists/students understand and evaluate how the arts convey meaning.	Artists/students relate artistic ideas and work with personal meaning and external content.
Enduring Understandings			
Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
Content Elaborations			
<ol style="list-style-type: none">Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	<ol style="list-style-type: none">Media artists integrate various forms and contents to develop complex, unified artworks.Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.Media artists purposefully present, share, and distribute media artworks for various contexts.	<ol style="list-style-type: none">Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	<ol style="list-style-type: none">Media arts works synthesize meaning and form cultural experience.Media arts works and ideas are better understood and produced by relating them to their purposes, values, and various contexts.Media arts and media literacy contribute to student post-secondary goals.
Essential Questions			
<ol style="list-style-type: none">How do media artists generate ideas?<ol style="list-style-type: none">How can ideas for media arts productions be formed and developed to be effective and original?How do media artists organize and develop ideas and models into process structures to achieve the desired end product?How do media artists improve/refine their work?<ol style="list-style-type: none">What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?	<ol style="list-style-type: none">How are complex media arts experiences constructed?What skills are required for creating effective media artworks and how are they improved?<ol style="list-style-type: none">How are creativity and innovation developed within and through media arts productions?How do media artists use various tools and techniques?How does time, place, audience, and context affect presenting or performing choices for media artworks?<ol style="list-style-type: none">How can presenting or sharing media artworks in a public format help a media artist learn and grow?	<ol style="list-style-type: none">How are media arts works understood?<ol style="list-style-type: none">How do we 'read' media artworks and discern their relational components?How do media artworks function to convey meaning and manage audience experience?How do people relate to and interpret media artworks?What criteria are used to evaluate media arts?<ol style="list-style-type: none">How and why do media artists value and judge media artworks?When and how should we evaluate and critique media artworks to improve them?	<ol style="list-style-type: none">How do we relate knowledge and experiences to understanding and making media artworks?<ol style="list-style-type: none">How do we learn about and create meaning through producing media artworks?How does media arts relate to its various contexts, purposes, and values?<ol style="list-style-type: none">How does investigating these relationships inform and deepen the media artist's understanding and work?How does cultivating media arts skills and media literacy prepare students for post-secondary success?
Expectations for Learning			
<ol style="list-style-type: none">Students can identify various sources media artists use to generate and conceptualize work (individually and collaboratively)<ol style="list-style-type: none">Students can make artistic choices to form effective and original works.Students can make organizational choices to develop artistic ideas (individually and collaboratively).Students can use reflection and apply feedback to convey meaning and improve the quality of work.<ol style="list-style-type: none">Students can identify various components to create and refine media arts projects that convey a purpose, intent, or artistic quality.	<ol style="list-style-type: none">Students can identify processes and construct complex media arts experiences.Students can organize media arts productions and apply skills to improve media arts work.<ol style="list-style-type: none">Students can demonstrate creative and innovative thinking (individually and collaboratively) throughout the media art making process.Students can demonstrate ability to perform various media techniques throughout production.Students can describe how time, place, audience, and context affect media arts presentations.<ol style="list-style-type: none">Students can explain the value of public sharing of work.	<ol style="list-style-type: none">Students can analyze various media arts works to determine meaning.<ol style="list-style-type: none">Students can relate various technical components and how they contribute to the meaning or understanding of the work.Students can identify how various technical components function collaboratively to impact audience experience.Students can use verbal, written, or abstract forms of communication to interpret intent and reflect on how work is interpreted.Students can identify and apply criteria to evaluate media arts productions (both their own and others).<ol style="list-style-type: none">Students can provide criticism and feedback that contributes to improving work.Students can justify evaluation criteria and processes for improvement.	<ol style="list-style-type: none">Students can connect knowledge and personal experience to deepen understanding.<ol style="list-style-type: none">Students can explain how media arts projects communicate meaning and reflect cultural and historical context.Students can relate the historical, societal, cultural, or community context to how media arts are understood and produced.<ol style="list-style-type: none">Students can investigate relationships between historical, societal, cultural, and community context to their understanding of media and their own media arts work.Students can connect their learning of media arts skills, thinking dispositions, and creative processes to personal goals for college, career, and beyond.
Discipline Specific Performance Indicators			
Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards

Matrix of Media Arts Content Elaboration Progressions by Grade-Band

Creating	Performing	Responding	Connecting
<p>Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts:</p> <ul style="list-style-type: none">K-2: Students can explore basic media arts concepts and creative processes by using their imagination and everyday experiences to create simple digital images and sounds. They can learn to express their ideas through basic media arts tools.3-5: Students can use more complex media arts concepts and creative processes using cultural stories, historical events and emotions. They can create digital images, sounds, and videos that express these inspirations.6-8: Students can select processes and creative inspiration from a wide range of sources, including literature, art, and personal experiences. They can create complex digital projects that convey intricate ideas and emotions.HS: Students can delve into diverse and sophisticated sources of inspiration, such as philosophical concepts, social issues, and advanced artistic works. They can justify the selection of various creative processes and tools to create media projects that convey deep and nuanced meaning. <p>Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea:</p> <ul style="list-style-type: none">K-2: Students can begin to understand the importance of planning and organizing their creative ideas. They can create simple storyboards or digital slideshows to organize their thoughts and present their ideas.3-5: Students can learn to create more detailed storyboards, scripts, and digital projects. They can organize their ideas and develop process structures to effectively realize their artistic vision.6-8: Students can develop detailed plans and models for their media projects. They can use advanced tools and techniques to organize and execute their creative ideas.HS: Students can master the planning and organization of complex media projects. They can develop comprehensive plans and models to effectively realize their artistic vision. <p>The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks:</p> <ul style="list-style-type: none">K-2: Students can learn to identify and use basic aesthetic components such as color, shape, and sound. They can experiment with these elements to create simple media artworks that convey meaning and artistic quality.3-5: Students can experiment with various aesthetic components and principles such as composition, balance, and contrast. They can refine their media artworks to enhance their artistic quality and convey deeper meaning.6-8: Students can integrate various aesthetic components and principles to create unified and sophisticated media artworks. They can refine their projects to achieve high artistic quality and convey profound meaning.	<p>Media artists integrate various forms and contents to develop complex, unified artworks:</p> <ul style="list-style-type: none">K-2: Students can explore basic media arts techniques to create simple digital images and sounds. They can learn to express their ideas through basic media arts tools.3-5: Students can use more complex media arts techniques. They can create digital images, sounds, and videos that express ideas.6-8: Students can experiment with how different media arts techniques generate different products and compare and contrast the outcomes. They can create complex digital projects that convey intricate ideas and emotions by applying various media arts techniques and skills.HS: Students can justify their selection of media arts techniques, tools, and approaches to create media projects that convey deep and nuanced meanings. Students can demonstrate advanced proficiency in a variety of media arts techniques and skills. <p>Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions:</p> <ul style="list-style-type: none">K-2: Students can begin to understand the importance of planning and organizing their creative ideas. They can create simple storyboards or digital slideshows to organize their thoughts and present their ideas.3-5: Students can learn to create more detailed storyboards, scripts, and digital projects. They can organize their ideas and develop process structures to effectively realize their artistic vision.6-8: Students can develop detailed plans and models for their media projects. They can use advanced tools and techniques to organize and execute their creative ideas.HS: Students can master the planning and organization of complex media projects. They can develop comprehensive plans and models to effectively realize their artistic vision. <p>Media artists purposefully present, share, and distribute media artworks for various contexts:</p> <ul style="list-style-type: none">K-2: Students can learn to identify and use basic aesthetic components such as color, shape, and sound. They can experiment with these elements to create simple media artworks that convey meaning and artistic quality. They can present and share their work with classmates.3-5: Students can experiment with various aesthetic components and principles such as composition, balance, and contrast. They can refine their media artworks to enhance their artistic quality and convey deeper meaning. They can present and share their work with other classes and their families.6-8: Students can integrate various aesthetic components and principles to create unified and sophisticated media artworks. They can refine their projects to achieve high artistic quality and convey profound meaning. They can present and share their work in public settings.HS: Students can master the planning and organization of complex media projects. They can develop comprehensive plans and models to effectively realize their artistic vision. They can present and share their work to various public audiences.	<p>Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production:</p> <ul style="list-style-type: none">K-2: Students can explore basic media arts concepts by using their imagination and everyday experiences to create simple digital images and sounds. They can learn to express their ideas through basic media arts tools.3-5: Students can use more complex sources of inspiration such as cultural stories, historical events, and emotions. They can create digital images, sounds, and videos that express these inspirations.6-8: Students can explore a wide range of sources for inspiration, including literature, art, and personal experiences. They can create complex digital projects that convey intricate ideas and emotions.HS: Students can delve into diverse and sophisticated sources of inspiration, such as philosophical concepts, social issues, and advanced artistic works. They can create media projects that convey deep and nuanced meanings. <p>Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork:</p> <ul style="list-style-type: none">K-2: Students can have conversations about how work is interpreted and appreciated, identifying what they like and do not like and how work makes them feel.3-5: Students can write short reflections about their interpretations of the meaning of media arts works and consider how the form and context contribute to understanding.6-8: Students can reflect and communicate their interpretations of media arts works through verbal, written, and abstract code of communication. They can cite how form, context, and personal interpretation shape their opinions and how media art is understood.HS: Students can reflect and defend their interpretations of media arts works through verbal, written, and abstract code of communication. They can apply various criteria to evaluation and as evidence for their opinions and interpretations. <p>Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks:</p> <ul style="list-style-type: none">K-2: Students can learn to identify and use basic aesthetic components such as color, shape, and sound. They can begin to understand that different types of media arts productions have different criteria for evaluation.3-5: Students can learn to appreciate different aesthetic components and principles such as composition, balance, and contrast by viewing a wide range of examples. They can discuss what they liked and why, use feedback to refine their personal work, and explain that different types of media arts productions have different criteria for evaluation.6-8: Students can appreciate a diverse range of media arts styles by evaluating the work of other artists, their peers, and their own work. They can explain why they appreciate particular choices, citing evidence from established criteria.	<p>Media artworks synthesize meaning and form cultural experience:</p> <ul style="list-style-type: none">K-2: Students can connect basic media arts concepts by using their imagination and everyday experiences to create simple digital images and sounds through basic media arts tools.3-5: Students can use more complex sources of inspiration such as cultural stories, historical events, and emotions. They can compare media arts works that express these inspirations.6-8: Students can relate a wide range of sources for inspiration, including literature, art, and personal experiences. They can analyze complex digital projects that convey intricate ideas and emotions.HS: Students can synthesize diverse and sophisticated sources of inspiration, such as philosophical concepts, social issues, and advanced artistic works. They can create media projects that connect personal experiences, knowledge, and inspiration to convey deep and nuanced meanings. <p>Media arts works and ideas are better understood and produced by relating them to their purposes, values, and various contexts:</p> <ul style="list-style-type: none">K-2: Students can identify the influences of history, society, culture, and community context when viewing and discussing media arts works.3-5: Students can relate their knowledge of history, society, culture, and community to their observations and analysis of media arts works. They can relate how this understanding informs the interpretation and understanding of the work.6-8: Students can investigate how relationships between historical, societal, cultural, and community contexts shape how media arts are created and understood.HS: Students can synthesize their understanding of how relationships between historical, societal, cultural, and community contexts shape how media arts are created and understood. They can apply this understanding to their own creations. <p>Media arts and media literacy contribute to student post-secondary goals:</p> <ul style="list-style-type: none">K-2: Students can safely and appropriately use media arts tools. They can demonstrate creative and innovative thinking throughout the media arts making process. They can identify how the process of art-making can contribute to improving artwork.3-5: Students can demonstrate the ability to create various media arts techniques and skills, both in class and in presentation of work. They can apply technical and artistic skills in production of media arts work. They can explain how revision and feedback processes contribute to improving the quality and enjoyment of media art.6-8: Students can engage in analysis and evaluation of their work, using self-reflection and feedback to refine work. They can document their thinking through detailed written descriptions or oral responses. They can explain how media arts and the artistic process informs their approach to learning other subjects.HS: Students can conduct comprehensive analysis of their media arts products, using advanced techniques and tools to refine their work. They can document their projects through professional quality portfolios with detailed written descriptions.

Creating	Performing	Responding	Connecting
<ul style="list-style-type: none"> HS: Students can conduct comprehensive analysis and refinement of their media projects. They can use advanced techniques and principles to achieve high artistic quality and convey profound meaning. 		<ul style="list-style-type: none"> HS: Students can skillfully evaluate and critique media arts productions of artists, their classmates, and their own work using teacher-generated and self-generated criteria. They can conduct comprehensive analysis and refinement of their media projects and apply feedback and criticism to improve how their work is interpreted and understood. 	

Model Curriculum: Music

Artistic Literacy			
Artistic Processes			
Creating	Performing	Responding	Connecting
Artists/Students conceive and develop new artistic ideas and work.	Artists/students realize artistic ideas and work through interpretation and presentation.	Artists/students understand and evaluate how the arts convey meaning.	Artists/students relate artistic ideas and work with personal meaning and external content.
Enduring Understandings			
Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
Content Elaborations			
<ol style="list-style-type: none">The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.Musicians' creative choices are influenced by their expertise, context, and expressive intent.Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.<ol style="list-style-type: none">Musicians' presentation of creative work is the culmination of a process of creation and communication.	<ol style="list-style-type: none">The selection of repertoire is informed by the performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance.<ol style="list-style-type: none">Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.Performers make interpretive decisions based on their understanding of context and expressive intent.Musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria to express their musical ideas.Musicians evaluate performance based on criteria that vary across time, place, and cultures. Context and how a work is presented influence the audience response.	<ol style="list-style-type: none">Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.<ol style="list-style-type: none">Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.Through the use of various musical elements and structures, creators and performers communicate with expressive intent.Personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<ol style="list-style-type: none">Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.Understanding connections to varied contexts and daily life enhances musicians' performance, composing, and the experience of the audience.Music and aural literacy contribute to student post-secondary goals.
Essential Questions			
<ol style="list-style-type: none">How do musicians generate creative ideas?<ol style="list-style-type: none">How can ideas for music be formed and developed to be effective and original?How do musicians make creative decisions?How do musicians improve the quality of their creative work?<ol style="list-style-type: none">What is required to produce or perform music that conveys purpose, meaning, and artistic quality?When is creative work ready to share?	<ol style="list-style-type: none">How do performers select repertoire?<ol style="list-style-type: none">How does understanding the structure and context of musical works inform performance?How do musicians use various tools and techniques?How do performers interpret musical works?How do musicians improve the quality of their performance?<ol style="list-style-type: none">How can presenting or sharing music in a public format help musicians learn and grow?When is a performance determined to be ready to present?<ol style="list-style-type: none">How do context and the manner in which musical work is presented influence audience response?	<ol style="list-style-type: none">How is music understood?<ol style="list-style-type: none">How do individuals choose music to experience?How do we hear and discern their relational components of music?How is music interpreted?<ol style="list-style-type: none">How do we discern the musical creators' and performers' expressive intent?How is music evaluated?<ol style="list-style-type: none">How do we evaluate the quality of musical work(s) and performance(s)?	<ol style="list-style-type: none">How do musicians make meaningful connections to creating, performing, and responding?<ol style="list-style-type: none">How do we learn about and create meaning through performing and experiencing music?How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?<ol style="list-style-type: none">How does investigating these relationships inform and deepen musician's understanding and work?How does cultivating music skills and aural literacy prepare students for post-secondary success?
Expectations for Learning			
<ol style="list-style-type: none">Students can identify various sources musicians use to generate and conceptualize work (individually and collaboratively)<ol style="list-style-type: none">Students can make artistic choices to form effective and original works.Students can make organizational choices to develop musical ideas (individually and collaboratively).Students can use reflection and apply feedback to convey meaning and improve the quality of work.<ol style="list-style-type: none">Students can identify various components to create and refine musical performances that convey a purpose, intent, or artistic quality.Students can use feedback and reflection to determine when musical works are ready to be performed or shared.	<ol style="list-style-type: none">Students can identify processes and criteria for selecting repertoire.<ol style="list-style-type: none">Students can explain how structure, organization, and musical components contribute to how music is performed.Students can demonstrate how to apply various musical tools and techniques in rehearsal and performance.Students can explain how performers interpret musical works.Students can use feedback and reflection to improve the quality of performance.<ol style="list-style-type: none">Students can give and receive constructive criticism to improve performance.	<ol style="list-style-type: none">Students can analyze various musical works to determine meaning.<ol style="list-style-type: none">Students can relate various personal experiences selecting music to create criteria for musical selection a.Students can explain how elements of a musical composition contribute to how music is heard, understood, and interpreted.Students can use verbal, written, or abstract forms of communication to interpret intent and reflect on how work is interpreted.<ol style="list-style-type: none">Students can cite evidence for how they differentiated between the intent of the musical creator and the performer's expressive intent.	<ol style="list-style-type: none">Students can connect knowledge and personal experience to deepen understanding.<ol style="list-style-type: none">Students can explain how music communicates meaning and reflects cultural and historical context.Students can explain how performing and experiencing music contributes to how music is understood.Students can relate the historical, societal, cultural, or community context to how music is understood and performed.<ol style="list-style-type: none">Students can investigate relationships between historical, societal, cultural, and community context to their understanding of music and their own musical compositions and performances.Students can connect their learning of musical skills, thinking dispositions, and creative processes to personal goals for college, career, and beyond.

Artistic Literacy			
Artistic Processes			
Creating	Performing	Responding	Connecting
	3. Students can use reflection and feedback processes to determine when musical works are ready for public performance. Students can explain how context, artistic expression, and venue contribute to how an audience perceives musical performances.	3. Students can identify and apply criteria to evaluate musical performances (both their own and others). <div>a. Students can provide criticism and feedback that contributes to improving work.</div> <div>b. Students can justify evaluation criteria and processes for improvement.</div>	
Discipline Specific Performance Indicators			
Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards

Matrix of Music Content Elaboration Progressions by Grade-Band

Creating	Performing	Responding	Connecting
<p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources:</p> <ul style="list-style-type: none">K-2: Students can explore basic musical concepts by using their imagination and everyday experiences to create simple melodies and rhythms. They can learn to express their ideas through basic musical instruments and vocalizations.3-5: Students can use more complex sources of inspiration such as cultural stories, historical events, and emotions. They can create musical compositions that express these inspirations.6-8: Students can explore a wide range of sources for inspiration, including literature, art, and personal experiences. They can create musical compositions that convey complex ideas and emotions.HS: Students can delve into diverse and sophisticated sources of inspiration, such as philosophical concepts, social issues, and advanced artistic works. They can create musical compositions that convey deep and nuanced meanings. <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent:</p> <ul style="list-style-type: none">K-2: Students can begin to understand the importance of making creative choices based on their own experiences and the context in which they are creating music. They can experiment with different sounds and instruments to express their ideas.3-5: Students can learn to make more informed creative choices based on their growing expertise and understanding of musical context. They can experiment with different musical elements and structures to express their ideas.6-8: Students can make sophisticated creative choices based on their growing expertise and understanding of musical context. They can experiment with various musical elements and structures to enhance their composition.HS: Students can make highly informed creative choices based on their advanced expertise and understanding of musical context. They can master the use of various musical elements and structures to create complex and innovative composition. <p>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria:</p> <ul style="list-style-type: none">K-2: Students can learn to reflect on their musical creations, discussing what they liked and what they would change. They can use feedback from peers and teachers to refine their work.3-5: Students can engage in more detailed analysis of their musical creations, using feedback from peers and teachers to refine their work. They can document their musical compositions through written descriptions and recordings.6-8: Students can engage in thorough analysis and evaluation of their musical creations, using self-reflection and peer feedback to refine their work. They can document their musical compositions through detailed written descriptions, recordings, and digital portfolios.HS: Students can conduct comprehensive analysis and evaluation of their musical creations, using advanced techniques and tools to refine their work. They can document their musical compositions through professional-quality recordings, detailed written descriptions, and digital portfolios.	<p>The selection of repertoire is informed by the performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance</p> <ul style="list-style-type: none">K-2: Students can begin to understand the importance of making creative choices based on their own experiences and the context in which they are creating music. They can experiment with different sounds and instruments. They can start to select simple repertoire that resonates with them personally and suits their technical abilities. They can also begin to reflect on their musical creations, discussing what they liked and what they would change.3-5: Students can learn to make more informed creative choices based on their growing expertise and understanding of musical context. They can experiment with different musical elements, structures, and techniques. They can select more complex repertoire that challenges their technical skills and suits the performance setting. They can engage in more detailed analysis of their musical creations, using feedback from peers and teachers to refine their work.6-8: Students can make sophisticated creative choices based on their growing expertise and understanding of musical context. They can experiment with various musical elements, structures, and techniques to enhance their compositions and performance of repertoire. They can select repertoire that conveys complex ideas and emotions, and suits their advanced technical skills. They can engage in thorough analysis and evaluation of their musical creations, using self-reflection and peer feedback to refine their work.HS: Students can make highly informed creative choices based on their advanced expertise and understanding of musical context. They can master the use of various musical elements, structures, and techniques to create complex and innovative compositions and perform advanced compositions and repertoire. They can select repertoire that conveys deep and nuanced meanings, and suits their advanced technical skills. They can conduct comprehensive analysis and evaluation of their musical creations, using advanced techniques and tools to refine their work. <p>Musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria to express their musical ideas:</p> <ul style="list-style-type: none">K-2: Students can explain how musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria to express their musical idea. They can use feedback and reflection to improve the quality of performance. They can give and receive simple criticism to improve performance.3-5: Students can analyze and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria to express their musical idea. They can use feedback and reflection to improve the quality of performance. They can give and receive constructive criticism to improve performance.	<p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes:</p> <ul style="list-style-type: none">K-2: Students can begin to understand the importance of making creative choices based on their own experiences and the context in which they are creating music. They can experiment with different sounds and instruments to express their ideas.3-5: Students can learn to make more informed creative choices based on their growing expertise and understanding of musical context. They can experiment with different musical elements and structures to express their ideas.6-8: Students can make sophisticated creative choices based on their growing expertise and understanding of musical context. They can experiment with various musical elements and structures to enhance their compositions.HS: Students can make highly informed creative choices based on their advanced expertise and understanding of musical context. They can master the use of various musical elements and structures to create complex and innovative compositions. <p>Through the use of various musical elements and structures, creators and performers communicate with expressive intent:</p> <ul style="list-style-type: none">K-2: Students can explore basic musical concepts by using their imagination and everyday experiences to create simple melodies and rhythms. They can learn to express their ideas through basic musical instruments and vocalizations.3-5: Students can use more complex sources of inspiration such as cultural stories, historical events, and emotions. They can create musical compositions that express these inspirations.6-8: Students can explore a wide range of sources for inspiration, including literature, art, and personal experiences. They can create musical compositions that convey complex ideas and emotions.HS: Students can delve into diverse and sophisticated sources of inspiration, such as philosophical concepts, social issues, and advanced artistic works. They can create musical compositions that convey deep and nuanced meanings. <p>Personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria:</p> <ul style="list-style-type: none">K-2: Students can learn to reflect on their musical creations, discussing what they liked and what they would change. They can use feedback from peers and teachers to refine their work.3-5: Students can engage in more detailed analysis of their musical creations, using feedback from peers and teachers to refine their work. They can document their musical compositions through written descriptions and recording.6-8: Students can engage in thorough analysis and evaluation of their musical creations, using self-reflection and peer feedback to refine their work. They can document their musical compositions through detailed written descriptions, recordings, and digital portfolios.HS: Students can conduct comprehensive analysis and evaluation of their musical creations, using advanced techniques and tools to refine their work. They can document their musical compositions through professional-quality recordings, detailed written descriptions, and digital portfolios.	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding:</p> <ul style="list-style-type: none">K-2: Students can connect the importance of making creative choices based on their own experiences and the context in which they are creating music. They can express how music conveys meaning by discussing how they feel.3-5: Students can relate their growing expertise and understanding of musical context to explain how music reflects cultural and historical context.6-8: Students can analyze how performing and experiencing music is understood by citing personal and musical knowledge and understandings of cultural and historical context.HS: Students can synthesize how their personal interests and experiences inform how they respond and connect to music. They can cite evidence of how cultural and historical context informs how music is performed and experienced. <p>Understanding connections to varied contexts and daily life enhances musicians' performance, composing, and the experience of the audience.</p> <ul style="list-style-type: none">K-2: Students can connect basic musical concepts by using their imagination and everyday experiences to create simple melodies and rhythms. They can learn to express their ideas through basic musical instruments and vocalizations.3-5: Students can use more complex sources of inspiration such as cultural stories, historical events, and emotions. They can discuss how musical compositions express these inspirations.6-8: Students can relate a wide range of sources for inspiration, including literature, art, and personal experiences. They can analyze musical compositions that convey complex ideas and emotions.HS: Students can synthesize diverse and sophisticated sources of inspiration, such as philosophical concepts, social issues, and advanced artistic works. They can create musical compositions that connect personal experiences, knowledge, and inspiration contexts to convey deep and nuanced meanings. <p>Music and aural literacy contribute to student post-secondary goals:</p> <ul style="list-style-type: none">K-2: Students can safely and appropriately prepare themselves for musical performance. They can demonstrate creative and innovative thinking throughout the music-making process. They can identify how the process of rehearsal can contribute to improving musical performance.3-5: Students can demonstrate ability to safely and appropriately prepare for rehearsal and performance. They can explain how rehearsal and feedback processes contribute to improving the quality and enjoyment of music.6-8: Students can select appropriate warmups and strategies to prepare for rehearsal and performance based on the context. They can document their progress and rehearsal process through detailed written descriptions, video recordings, and digital portfolios. Students can explain how music informs their approach to learning other subjects.

Creating	Performing	Responding	Connecting
	<ul style="list-style-type: none">• 6-8: Students can analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of teacher-provided criteria to express their musical ideas. They can use feedback and reflection to improve the quality of performance. They can give and receive constructive criticism to improve performance.• HS: Students can analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria to express their musical ideas. They can use feedback and reflection to improve the quality of performance. They can give and receive constructive criticism to improve performance. <p>Musicians evaluate performance based on criteria that vary across time, place, and cultures. Context and how a work is presented influence the audience response:</p> <ul style="list-style-type: none">• K-2: Students can begin to understand that musicians evaluate performance based on criteria that vary across time, place, and cultures. They can explore how context and presentation influence audience response.• 3-5: Students can deepen their understanding of how musicians evaluate performance based on criteria that vary across time, place, and cultures. They can explore how context and presentation influence audience response• 6-8: Students can further develop their ability to evaluate performance based on criteria that vary across time, place, and cultures. They can explore how context and presentation influence audience response• HS: Students can master the process of evaluating performance based on criteria that vary across time, place, and cultures. They can explore how context and presentation influence audience response		<ul style="list-style-type: none">• HS: Students can create plans for rehearsals and performances. They can document their creative and rehearsal processes through detailed written descriptions, video recordings, and digital portfolios. They can explain how music and the artistic process relates and supports their goals for college, career, and beyond.

Model Curriculum: Theatre

Artistic Literacy			
Artistic Processes			
Creating	Performing	Responding	Connecting
Artists/Students conceive and develop new artistic ideas and work.	Artists/students realize artistic ideas and work through interpretation and presentation.	Artists/students understand and evaluate how the arts convey meaning.	Artists/students relate artistic ideas and work with personal meaning and external content.
Enduring Understandings			
Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
Content Elaborations			
<ol style="list-style-type: none">Theatre artists rely on intuition, curiosity, and critical inquiry.Theatre artists work to discover different ways of communicating meaning.Theatre artists refine their work and practice their craft through rehearsal.	<ol style="list-style-type: none">Theatre artists make strong choices to effectively convey meaning.Theatre artists develop personal processes and skills for performance or design.Theatre artists share and present stories, ideas, and envision worlds to explore the human experience.	<ol style="list-style-type: none">Theatre artists reflect to understand the impact of drama processes and theatre experiences.Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	<ol style="list-style-type: none">Theatre integrates and synthesizes personal experiences, knowledge, and context.Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.<ol style="list-style-type: none">Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.Theatre and dramatic literacy contribute to student post-secondary goals.
Essential Questions			
<ol style="list-style-type: none">Where do theatre artists get ideas for theatre?<ol style="list-style-type: none">How can ideas for theatre be formed and developed to be effective and original?What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?What influences choice making in theatre making?<ol style="list-style-type: none">How, when, and why do theatre artists' choices change?How do theatre artists transform and edit their initial ideas?What is required to create a theatrical work that conveys purpose, meaning, and artistic quality?	<ol style="list-style-type: none">Why are strong choices essential to interpreting a drama or theatre piece?How do theatre artists prepare a performance or technical design?<ol style="list-style-type: none">How are creativity and innovation developed within and through the rehearsal or design process?How do theatre artists use various techniques when preparing to/for perform/ance?What happens when theatre artists and audiences share a creative experience?<ol style="list-style-type: none">How can presenting or sharing theatre in a public format help theatre artists learn and grow?	<ol style="list-style-type: none">How is theatre understood?<ol style="list-style-type: none">How do theatre artists comprehend the essence of drama processes and theatre experiences?How do people relate to and theatrical works?<ol style="list-style-type: none">How can the same work of art communicate different messages to different people?What criteria are used to evaluate theatrical works?<ol style="list-style-type: none">How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	<ol style="list-style-type: none">How does theatre deepen understanding of self, other knowledge, and events in the world?<ol style="list-style-type: none">How do we learn about and create meaning through theatre?What happens when theatre artists foster understanding between self and others through awareness, responsibility, and exploration?How does knowing about historical, societal, cultural, and community contexts and experiences expand theatrical knowledge?<ol style="list-style-type: none">What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?How does cultivating theatrical skills and dramatic literacy prepare students for post-secondary success?
Expectations for Learning			
<ol style="list-style-type: none">Students can identify various sources theatre artists use to generate and conceptualize work (individually and collaboratively)<ol style="list-style-type: none">Students can make artistic choices to form effective and original works.Students can explain how imagination and theatrical skills impact creative exploration and inquiry.Students can make organizational choices to develop theatrical ideas (individually and collaboratively).<ol style="list-style-type: none">Students can identify, explain, and apply their knowledge of how, when, and why theatre artists change choices.	<ol style="list-style-type: none">Students can explain how choices inform how theatrical works are interpreted and understood.Students can use rehearsals, feedback, and reflection to improve the quality of performance and designs.<ol style="list-style-type: none">Students can demonstrate creative and innovative thinking (individually and collaboratively) throughout the theatre-making process.Students can demonstrate ability to perform various theatrical techniques (both performance-oriented and technical) in rehearsal and performance.Students can explain how performers and audiences interact and the impact of this interaction on experience.<ol style="list-style-type: none">Students can explain how performing, presenting, and producing theatrical works for public audiences improves personal skill, ability, and confidence.	<ol style="list-style-type: none">Students can analyze various theatrical works to determine meaning.<ol style="list-style-type: none">Students can explain how elements of a theatrical production contribute to how theatre is understood, interpreted, and experienced.Students can use verbal, written, or abstract forms of communication to interpret intent and reflect on how work is interpreted.<ol style="list-style-type: none">Students can express ideas about how theatrical works might be understood differently by different audiences.Students can identify and apply criteria to evaluate performances and designs (both their own and others).<ol style="list-style-type: none">Students can provide criticism and feedback that contributes to improving work.	<ol style="list-style-type: none">Students can connect knowledge and personal experience to deepen understanding.<ol style="list-style-type: none">Students can explain how theatrical works communicate meaning and reflect cultural and historical context.Students can explain how collaboration is integral to effective theatrical productions and experiences.Students can relate the historical, societal, cultural, or community context to how theatre is understood and performed.<ol style="list-style-type: none">Students can investigate relationships between historical, societal, cultural, and community context to their understanding of theatre and their own theatrical performances or designs.

Artistic Literacy			
Artistic Processes			
Creating	Performing	Responding	Connecting
3. Students can use reflection and apply feedback to convey meaning and improve the quality of work. a. Students can identify various components to create and refine theatrical performances that convey a purpose, intent, or artistic quality. b. Students can use feedback and reflection to determine when theatrical works are ready to be performed or shared.			b. Students can cite evidence from research about how theatrical processes and productions are informed by history, theories, literature, and prior performances. 3. Students can connect their learning of theatrical skills, thinking dispositions, and creative processes to personal goals for college, career, and beyond.
Discipline Specific Performance Indicators			
Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards

Matrix of Theatre Content Elaboration Progressions by Grade-Band

Creating	Performing	Responding	Connecting
<p>Theatre artists rely on intuition, curiosity, and critical inquiry:</p> <ul style="list-style-type: none">K-2: Students can begin to understand the importance of making creative choices based on their own experiences and the context in which they are creating theatre. They can experiment with different sounds and postures to express their ideas.3-5: Students can learn to make more informed creative choices based on their growing expertise and understanding of theatrical context. They can experiment with different theatrical elements and structures to express their ideas.6-8: Students can make sophisticated creative choices based on their growing expertise and understanding of theatrical context. They can experiment with various theatrical elements and structures to enhance their scenes and dialogues.HS: Students can make highly informed creative choices based on their advanced expertise and understanding of theatrical context. They can master the use of various theatrical elements and structures to create complex and innovative scenes and dialogues. <p>Theatre artists work to discover different ways of communicating meaning:</p> <ul style="list-style-type: none">K-2: Students can explore basic theatrical concepts by using their imagination and everyday experiences to create simple scenes and dialogues. They can learn to express their ideas through basic theatrical techniques.3-5: Students can use more complex sources of inspiration such as cultural stories, historical events, and emotions. They can create theatrical scenes and dialogues that express these inspirations.6-8: Students can explore a wide range of sources for inspiration, including literature, art, and personal experiences. They can create theatrical scenes and dialogues that convey complex ideas and emotionsHS: Students can delve into diverse and sophisticated sources of inspiration, such as philosophical concepts, social issues, and advanced artistic works. They can create theatrical scenes and dialogues that convey deep and nuanced meanings. <p>Theatre artists refine their work and practice their craft through rehearsal:</p> <ul style="list-style-type: none">K-2: Students can learn to reflect on their theatrical creations, discussing what they liked and what they would change. They can use feedback from peers and teachers to refine their work.3-5: Students can engage in more detailed analysis of their theatrical creations, using feedback from peers and teachers to refine their work. They can document their theatrical scenes and dialogues through written descriptions and recordings.6-8: Students can engage in thorough analysis and evaluation of their theatrical creations, using self-reflection and peer feedback to refine their work. They can document their theatrical scenes and dialogues through detailed written descriptions, recordings, and digital portfolios.	<p>Theatre artists make strong choices to effectively convey meaning:</p> <ul style="list-style-type: none">K-2: Students can begin to understand how making creative choices changes how performance conveys meaning. They can experiment with different sounds and postures to express their ideas.3-5: Students can experiment with different artistic choices to express their ideas and reflect on how different choices change how performances are understood and interpreted.6-8: Students can experiment with various strong choices to enhance their scenes and dialogues. They can explain why different choices convey different meanings.HS: Students can make highly informed creative choices based on their advanced expertise and understanding of theatrical context. They can justify their artistic choices. <p>Theatre artists develop personal processes and skills for performance or design:</p> <ul style="list-style-type: none">K-2: Students can demonstrate basic techniques for theatrical performance and design. They can demonstrate appropriate skills for rehearsal and performance.3-5: Students can engage in rehearsals, feedback, and reflection of simple rehearsals, performances, or designs. They can demonstrate more complex technical skills in performance and design.6-8: Students can engage in thorough analysis and evaluation of their theatrical creations, using self-reflection and peer feedback to refine their work. They can experiment with more advanced performance and design techniques.HS: Students can demonstrate creative and innovative thinking throughout rehearsals, performance, and design. They can demonstrate advanced techniques (both performance-oriented and technical) in both rehearsal and performance. <p>Theatre artists share and present stories, ideas, and envision worlds to explore the human experience:</p> <ul style="list-style-type: none">K-2: Students can explore basic theatrical concepts by using their imagination and everyday experiences to create simple scenes and dialogues. They can learn to express their ideas through basic theatrical techniques.3-5: Students can use more complex sources of inspiration such as cultural stories, historical events, and emotions. They can create theatrical scenes and dialogues that express these inspirations.6-8: Students can explore a wide range of sources for inspiration, including literature, art, and personal experiences. They can create theatrical scenes and dialogues that convey complex ideas and emotions.HS: Students can delve into diverse and sophisticated sources of inspiration, such as philosophical concepts, social issues, and advanced artistic works. They can create theatrical scenes and dialogues that convey deep and nuanced meanings.	<p>Theatre artists reflect to understand the impact of drama processes and theatre experiences:</p> <ul style="list-style-type: none">K-2: Students can begin to understand the importance of making creative choices based on their own experiences and the context in which they are creating theatre. They can experiment with different sounds and instruments to express their ideas.3-5: Students can learn to make more informed creative choices based on their growing expertise and understanding of theatrical context. They can experiment with different theatrical elements and structures to express their ideas.6-8: Students can make sophisticated creative choices based on their growing expertise and understanding of theatrical context. They can experiment with various theatrical elements and structures to enhance their scenes and dialogues.HS: Students can make highly informed creative choices based on their advanced expertise and understanding of theatrical context. They can master the use of various theatrical elements and structures to create complex and innovative scenes and dialogue. <p>Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences and aesthetics:</p> <ul style="list-style-type: none">K-2: Students can learn to reflect on their theatrical creations, discussing what they liked and what they would change. They can use feedback from peers and teachers to refine their work.3-5: Students can engage in more detailed analysis of their theatrical creations, using feedback from peers and teachers to refine their work. They can document their theatrical scenes and dialogues through written descriptions and recordings.6-8: Students can engage in thorough analysis and evaluation of their theatrical creations, using self-reflection and peer feedback to refine their work. They can document their theatrical scenes and dialogues through detailed written descriptions, recordings, and digital portfolios.HS: Students can conduct comprehensive analysis and evaluation of their theatrical creations, using advanced techniques and tools to refine their work. They can document their theatrical scenes and dialogues through professional-quality recordings, detailed written descriptions, and digital portfolios. <p>Theatre artists apply criteria to investigate, explore, and assess drama and theatre work:</p> <ul style="list-style-type: none">K-2: Students can learn to reflect on their theatrical creations, discussing what they liked and what they would change. They can use feedback from peers and teachers to refine their work.3-5: Students can engage in more detailed analysis of their theatrical creations, using feedback from peers and teachers to refine their work. They can document their theatrical scenes and dialogues through written descriptions and recordings.6-8: Students can engage in thorough analysis and evaluation of their theatrical creations, using self-reflection and peer feedback to refine their work. They can document their theatrical scenes and dialogues through detailed written descriptions, recordings, and digital portfolios.	<p>Theatre integrates and synthesizes personal experiences, knowledge, and context:</p> <ul style="list-style-type: none">K-2: Students can discuss how stories communicate meaning about people and events in the world.3-5: Students can analyze how theatre reflects understandings of self, others, and events in the world.6-8: Students can analyze what happens when theatre artists connect understanding of self and others; using awareness, responsibility, and exploration.HS: Students can synthesize and relate different ways that theatre is understood and communicates knowledge through verbal, written, and abstract forms of communication. <p>Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood:</p> <ul style="list-style-type: none">K-2: Students can explore how knowing about the historical, societal, cultural, and community context informs how theatre is understood by looking at stories, fairy tales, and folktales.3-5: Students can explore various periods of theatre history and relate how this alters the way drama and productions are understood.6-8: Students can analyze the historical, societal, cultural, and community context of different theatrical works and apply their understanding to making creative choices in the creation of theatrical works.HS: Students can synthesize the historical, societal, cultural, and community context of different theatrical works and apply their understanding to making creative choices in the creation of theatrical works. <p>Theatre and dramatic literacy contribute to student post-secondary goals:</p> <ul style="list-style-type: none">K-2: Students can safely and appropriately prepare their bodies and voices for theatrical performances. They can demonstrate creative and innovative thinking throughout the rehearsal and design process. They can identify how the process of rehearsal can contribute to improving theatre.3-5: Students can demonstrate ability to safely and appropriately prepare their bodies and voice for theatrical performance. They can explain how rehearsal and feedback processes contribute to improving the quality and enjoyment of theatre.6-8: Students can select appropriate warmups and strategies to prepare their bodies and voice for rehearsal and performance based on the context. They can document their rehearsal and design processes through detailed written descriptions, video recordings, and digital portfolios. Students can explain how theatre informs their approach to learning other subjects.HS: Students can create plans for rehearsals and performances. They can document their creative and rehearsal processes through detailed written descriptions, video recordings, and digital portfolios. They can explain how theatre and the artistic process relates and supports their goals for college, career, and beyond.

Creating	Performing	Responding	Connecting
<ul style="list-style-type: none"> HS: Students can conduct comprehensive analysis and evaluation of their theatrical creations, using advanced techniques and tools to refine their work. They can document their theatrical scenes and dialogues through professional-quality recordings, detailed written descriptions, and digital portfolios. 		<ul style="list-style-type: none"> HS: Students can conduct comprehensive analysis and evaluation of their theatrical creations, using advanced techniques and tools to refine their work. They can document their theatrical scenes and dialogues through professional-quality recordings, detailed written descriptions, and digital portfolios. 	

Model Curriculum: Visual Arts

Artistic Literacy			
Artistic Processes			
Creating	Performing	Responding	Connecting
Artists/Students conceive and develop new artistic ideas and work.	Artists/students realize artistic ideas and work through interpretation and presentation.	Artists/students understand and evaluate how the arts convey meaning.	Artists/students relate artistic ideas and work with personal meaning and external content.
Enduring Understandings			
Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
Content Elaborations			
<ul style="list-style-type: none">• Creativity and innovative thinking are essential life skills that can be developed.• Artists and designers work to discover different ways of communicating meaning.<ul style="list-style-type: none">◦ Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.◦ Artists and designers balance experimentation and safety, and freedom and responsibility while developing and creating artworks.◦ People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime.	<ul style="list-style-type: none">• Visual artists consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.• Visual artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.• Objects, artifacts, and artwork collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	<ul style="list-style-type: none">• Individual aesthetic and artistic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.• Visual imagery influences understanding of and responses to the world.• People gain insights into meanings of artworks by engaging in the process of art criticism.	<ul style="list-style-type: none">• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.• Visual arts and visual literacy contribute to student post-secondary goals.
Essential Questions			
<ul style="list-style-type: none">• Where do visual artists get ideas for art?<ul style="list-style-type: none">◦ What conditions, attitudes, and behaviors support creativity and innovative thinking?◦ What factors prevent or encourage people to take creative risks?◦ How does collaboration expand the creative process?• What influences choice making in art making?<ul style="list-style-type: none">◦ Why do artists follow or break from established traditions?◦ How do artists determine what resources and criteria are needed to formulate artistic investigations?◦ How do artists and designers create works of art or design that effectively communicate?• How do artists grow and become accomplished in art forms?<ul style="list-style-type: none">◦ What role does persistence play in revising, refining, and developing work?◦ How does collaboratively reflecting on a work help us experience it more completely?◦ What is required to create an artwork that conveys purpose, meaning, and artistic quality?	<ul style="list-style-type: none">• What criteria, methods, and processes are used to select work for preservation or presentation?<ul style="list-style-type: none">◦ Why do people value objects, artifacts, and artworks, and select them for presentation?◦ How are artworks cared for and by whom?• How does refining artwork affect its meaning to the viewer<ul style="list-style-type: none">◦ What methods and processes are considered when preparing artwork for presentation or preservation?◦ What criteria are considered when selecting work for presentation, portfolio, or a collection?◦ How are creativity and innovation developed within and through the art-making process?• How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?<ul style="list-style-type: none">◦ How can presenting or sharing visual art in a public format help artists learn and grow?◦ How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?	<ul style="list-style-type: none">• How is visual art understood?<ul style="list-style-type: none">◦ How do life experiences influence the way you relate to art?◦ How does learning about art impact how we perceive the world?• How is visual art interpreted?<ul style="list-style-type: none">◦ Where and how do we encounter images in our world?◦ How do images influence our views of the world?• What criteria are used to evaluate visual art?<ul style="list-style-type: none">◦ How can the viewer "read" a work of art as text?◦ How does knowing and using visual art vocabularies help us understand and interpret works of art?◦ What is the value of engaging in the process of art criticism?	<ul style="list-style-type: none">• How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?<ul style="list-style-type: none">◦ How does engaging in creating art enrich people's lives?◦ How does making art attune people to their surroundings?• How does art help us understand the lives of people of different times, places, and cultures?<ul style="list-style-type: none">◦ How is art used to impact the views of a society?◦ How does art preserve aspects of life?◦ How does investigating these relationships inform and deepen visual artists understanding and work?• How does cultivating visual arts skills and visual literacy prepare students for post-secondary success?

Artistic Literacy			
Artistic Processes			
Creating	Performing	Responding	Connecting
Expectations for Learning			
<ul style="list-style-type: none">Students can identify various sources visual artists use to generate and conceptualize work (individually and collaboratively)<ul style="list-style-type: none">Students can make artistic choices to form effective and original art works.Students can identify factors that encourage or prevent creative risk taking.Students can explain how collaboration contributes to creativity.Students can make organizational choices to develop artistic ideas (individually and collaboratively).<ul style="list-style-type: none">Students can identify traditional norms in visual arts and explain how and why artists choose to follow or break from these established traditions.Students can create criteria to formulate artistic investigations.Students can create artistic works which convey an idea.Students can use reflection and apply feedback to convey meaning and improve the quality of work.<ul style="list-style-type: none">Students can demonstrate persistence through revising and refining artistic work.Students can identify how collaboration contributes to creating original artworks.Students can identify various components to create and refine art that convey a purpose, intent, or artistic quality.	<ul style="list-style-type: none">Students can identify and demonstrate common criteria, methods, and processes and how they contribute to artistic expression, presentation or preservation.<ul style="list-style-type: none">Students can define criteria for how people might value objects, artifacts, or artworks and how to select them for presentation.Students can identify who cares for artworks and how artwork is cared for.Students can identify how revision processes affect how meaning is understood by the viewer.<ul style="list-style-type: none">Students can demonstrate ability to perform various techniques and methods in preparing or preserving artwork.Students can identify and apply criteria when selecting work for presentations, portfolios, and collections.Students can demonstrate creative and innovative thinking (individually and collaboratively) throughout the art making process.Students can explain how sharing artwork informs ideas, beliefs, and experiences for the viewer.<ul style="list-style-type: none">Students can explain how presenting art contributes to personal improvement.Students can explain how preservation of art and artifacts preserves knowledge and can foster appreciation and understanding.	<ul style="list-style-type: none">Students can analyze various artistic works to determine meaning.<ul style="list-style-type: none">Students can explain how life experiences inform how people relate to art.Students can relate various artistic components and how they contribute to the meaning or understanding of the work.Students can use verbal, written, or abstract forms of communication to interpret intent and meaning in visual art.<ul style="list-style-type: none">Students can identify various and common images in their world and the various contexts in which images are encountered.Students can cite evidence of how images influence world views.Students can identify and apply criteria to evaluate art (both their own and others).<ul style="list-style-type: none">Students can apply visual literacy skills to identify and understand elements in art.Students can provide criticism and feedback that contributes to improving art making.Students can defend the value of art criticism during and after presentation of work.	<ul style="list-style-type: none">Students can connect knowledge and personal experience to deepen understanding.<ul style="list-style-type: none">Students can explain how visual art communicates meaning and reflect cultural and historical context.Students can explain how art enriches lives and connects to the world.Students can relate the historical, societal, cultural, or community context to how art is understood and performed.<ul style="list-style-type: none">Students can explain how art is used to inform views of society.Students can express ideas about how art preserves aspects of life.Students can investigate relationships between historical, societal, cultural, and community context to their understanding of art and their own artistic works.Students can connect their learning of artistic skills, thinking dispositions, and creative processes to personal goals for college, career, and beyond.
Discipline Specific Performance Indicators			
Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards

Matrix of Visual Arts Content Elaboration Progressions by Grade-Band

Creating	Performing	Responding	Connecting
<p>Creativity and innovative thinking are essential life skills that can be developed:</p> <ul style="list-style-type: none">K-2: Students can begin to understand the importance of making creative choices based on their own experiences and the context in which they are creating art. They can experiment with different sounds and instruments to express their ideas.3-5: Students can learn to make more informed creative choices based on their growing expertise and understanding of artistic context. They can experiment with different artistic elements and structures to express their ideas.6-8: Students can make sophisticated creative choices based on their growing expertise and understanding of artistic context. They can experiment with various artistic elements and structures to enhance their images and artistic work.HS: Students can make highly informed creative choices based on their advanced expertise and understanding of artistic context. They can master the use of various artistic elements and structures to create complex and innovative images or artwork. <p>Artists and designers work to discover different ways of communicating meaning:</p> <ul style="list-style-type: none">K-2: Students can explore basic artistic concepts by using their imagination and everyday experiences to create simple scenes and dialogues. They can learn to express their ideas through basic artistic techniques.3-5: Students can use more complex sources of inspiration such as cultural stories, historical events, and emotions. They can create artistic images that express these inspirations.6-8: Students can explore a wide range of sources for inspiration, including literature, art, and personal experiences. They can create images and artistic work that convey complex ideas and emotions.HS: Students can delve into diverse and sophisticated sources of inspiration, such as philosophical concepts, social issues, and advanced artistic works. They can create artistic images and work that convey deep and nuanced meanings <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime:</p> <ul style="list-style-type: none">K-2: Students can learn to reflect on their artistic creations, discussing what they liked and what they would change. They can use feedback from peers and teachers to refine their work.3-5: Students can engage in more detailed analysis of their artistic creations, using feedback from peers and teachers to refine their work. They can document their artistic scenes and dialogues through written descriptions and recordings.6-8: Students can engage in thorough analysis and evaluation of their artistic creations, using self-reflection and peer feedback to refine their work. They can document their artistic work through detailed written descriptions, portfolios, and digital portfolios.HS: Students can conduct comprehensive analysis and evaluation of their artistic creations, using advanced techniques and tools to refine their work. They can document their artistic process and products through professional-quality portfolios, detailed written descriptions, and digital portfolios.	<p>Visual artists consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation:</p> <ul style="list-style-type: none">K-2: Students can begin to understand the importance of making creative choices based on their own experiences and the context in which they are creating art. They can experiment with different techniques and materials to express their ideas. They can identify and demonstrate common criteria, methods, and processes and how they contribute to artistic expression, presentation, or preservation. They can identify who cares for artworks and how artwork is cared for.3-5: Students can learn to make more informed creative choices based on their growing expertise and understanding of artistic context. They can experiment with different artistic elements and structures to express their ideas. They can identify and demonstrate common criteria, methods, and processes and how they contribute to artistic expression, presentation, or preservation.6-8: Students can make sophisticated creative choices based on their growing expertise and understanding of artistic context. They can experiment with various artistic elements, structures, and techniques to enhance their images and artistic work. They can define criteria for how people might value objects, artifacts, or artworks and how to select them for presentation.HS: Students can make highly informed creative choices based on their advanced expertise and understanding of artistic context. They can master the use of various artistic elements, structures, and techniques to create complex and innovative images or artworks. They can select and justify their choices for their selection of artworks for preservation or presentation. <p>Visual artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it:</p> <ul style="list-style-type: none">K-2: Students can learn to reflect on their artistic creations, discussing what they liked and what they would change. They can use feedback from peers and teachers to refine their work.3-5: Students can engage in more detailed analysis of their artistic creations, using feedback from peers and teachers to refine their work. They can document their artistic process and products through written descriptions and portfolios.6-8: Students can engage in thorough analysis and evaluation of their artistic creations, using self-reflection and peer feedback to refine their work. They can document their artistic work through detailed written descriptions, portfolios, and digital portfolios.HS: Students can conduct comprehensive analysis and evaluation of their artistic creations, using advanced techniques and tools to refine their work. They can document their artistic process and products through professional-quality portfolios, detailed written descriptions, and digital portfolios.	<p>Individual aesthetic and artistic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments:</p> <ul style="list-style-type: none">K-2: Students can express the importance of making creative choices based on their own experiences and the context in which they are creating art. They can discuss why they like certain things in visual arts.3-5: Students can experiment with more informed creative choices based and document and reflect on their shifts in aesthetic awareness. They can relate their personal experiences with their aesthetic preferences.6-8: Students can reflect on the impact of different creative choices and experimentation with various artistic elements, structures, and techniques to on their images and artistic work. They can document, reflect on, and explain their shifts in aesthetic awareness.HS: Students can make highly informed creative choices based on their advanced expertise and understanding of artistic context. They can explain how life experience and various artistic components contribute to how visual art conveys meaning. They can justify artistic choices based on personal aesthetic awareness. <p>Visual imagery influences understanding of and responses to the world:</p> <ul style="list-style-type: none">K-2: Students can explore basic artistic concepts by using their imagination and everyday experiences to create simple images and work. They express how basic artistic techniques can change how their ideas are communicated.3-5: Students can examine various visual images and discuss how context affects how visual art is understood. They can cite evidence of how images inform personal views of the world.6-8: Students can analyze various visual images and discuss how context affects the understanding of visual art. They can explore how different historical, cultural, and social contexts influence the interpretation of artworks. Students can cite specific examples and evidence to support their analysis, explaining how images inform their personal views of the worldHS: Students can conduct in-depth analysis of diverse visual images, examining how context affects the understanding and interpretation of visual art. They can investigate how different historical, cultural, and social contexts shape the meaning of artworks. Students can provide detailed evidence and examples to support their analysis, discussing how images influence their personal perspectives and views of the world. <p>People gain insights into meanings of artworks by engaging in the process of art criticism:</p> <ul style="list-style-type: none">K-2: Students can learn to reflect on their artistic creations, discussing what they liked and what they would change. They can use feedback from peers and teachers to refine their work.3-5: Students can engage in more detailed analysis of their artistic creations, using feedback from peers and teachers to refine their work. They can provide written and verbal criticism with the intention to improve art making.	<p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences:</p> <ul style="list-style-type: none">K-2: Students can connect knowledge and personal experience to deepen understanding by discussing how their artwork reflects their own experiences and perception. They can explain how visual art communicates meaning and reflect cultural and historical context by talking about what they see in their own and others' artwork.3-5: Students can explain how visual art communicates meaning and reflect cultural and historical context by analyzing how different elements in their artwork convey meaning. They can explain how art enriches lives and connects to the world by discussing how their artwork connects to broader cultural and historical contexts.6-8: Students can explore a wide range of sources for inspiration, including literature, art, and personal experiences, to create images and artistic work that convey complex ideas and emotions. They can connect knowledge and personal experience to deepen understanding by analyzing how their artwork reflects their own experiences and perceptions. They can explain how visual art communicates meaning and reflect cultural and historical context by examining how different elements in their artwork convey meaning and reflect cultural and historical contexts.HS: Students can delve into diverse and sophisticated sources of inspiration, such as philosophical concepts, social issues, and advanced artistic works. They can connect knowledge and personal experience to deepen understanding by synthesizing how their artwork reflects their own experiences and perceptions. They can explain how art enriches lives and connects to the world by discussing how their artwork connects to broader cultural and historical contexts and enriches their understanding of the world <p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art:</p> <ul style="list-style-type: none">K-2: Students can explain how visual art communicates meaning and reflect cultural and historical context by talking about what they see in their own and others' artwork.3-5: Students can explain how art enriches lives and connects to the world by discussing how their artwork connects to broader cultural and historical contexts. They can relate the historical, societal, cultural, or community context to how art is understood and presented.6-8: Students can explain how art is used to inform views of society. They can investigate relationships between historical, societal, cultural, and community context to their understanding of art and their own artistic works

	<p>Objects, artifacts, and artwork collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding:</p> <ul style="list-style-type: none">• K-2: Students can explore basic artistic concepts by using their imagination and everyday experiences to create simple images and work. They can learn to express their ideas through basic artistic techniques.• 3-5: Students can use more complex sources of inspiration such as cultural stories, historical events, and emotions. They can create artistic images that express these inspirations.• 6-8: Students can explore a wide range of sources for inspiration, including literature, art, and personal experiences. They can create images and artistic work that convey complex ideas and emotions.• HS: Students can delve into diverse and sophisticated sources of inspiration, such as philosophical concepts, social issues, and advanced artistic works. They can create artistic images and work that convey deep and nuanced meanings.	<ul style="list-style-type: none">• 6-8: Students can engage in thorough analysis and evaluation of their artistic creations, using self-reflection and peer feedback to refine their work. They can apply various criteria and offer feedback to contribute to the improvement of art making processes and products.• HS: Students can conduct comprehensive analysis and evaluation of their artistic creations, using advanced techniques and tools to refine their work. They can define artistic criteria and apply it to provide criticism and feedback for self and others with the intention of improving the presentation of work.	<ul style="list-style-type: none">• HS: Students can explore a wide range of sources for inspiration, including literature, art, and personal experiences, to create images and artistic work that convey complex ideas and emotions. They can justify how visual art communicates meaning and reflect cultural and historical context by examining how different elements in their artwork convey meaning and reflect cultural and historical contexts. They can research relationships between historical, societal, cultural, and community context to their understanding of art and their own artistic works. <p>Visual arts and visual literacy contribute to student post-secondary goals:</p> <ul style="list-style-type: none">• K-2: Students can safely and appropriately use materials for art-making. They can demonstrate creative and innovative thinking throughout the design process. They can identify how the process of revision can contribute to improving visual art.• 3-5: Students can demonstrate ability to safely and appropriately use materials for art-making. They can explain how revision and feedback processes contribute to improving the quality and enjoyment of visual art.• 6-8: Students can select appropriate materials and techniques for art projects based on the context. They can document their revision and design processes through detailed written descriptions, process portfolios, and digital portfolios. Students can explain how visual arts informs their approach to learning other subjects.• HS: Students can create plans for revision and presentations. They can document their creative and revision processes through detailed written descriptions, process portfolios, and digital portfolios. They can explain how visual arts and the artistic process relate and supports their goals for college, career, and beyond.
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Career Connections

Today, students need to see a link between what they are learning and future work. Career Connections offer practical ways for teachers and school counselors, families and community members to show students, as early as in kindergarten, the types of careers possible for them. The Career Connections Framework is a planning tool for districts to provide students with opportunities to develop a vision and realistic plan for their futures. This framework aligns the many efforts around college and career readiness to support students in becoming productive and engaged citizens.

- [Career Connections Framework](#)
- Career Connections Guides
 - [Parents and Families](#)
 - [Community Members and Businesses](#)
 - [Teachers and School Counselors](#)

Career Awareness	Career Exploration	Career Planning
ELEMENTARY GRADES (K-5) Students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work. <ul style="list-style-type: none">• Workplace visits with career interviews• Career connections learning strategies• Classroom career speakers• Introduction to Ohio career fields and pathways	MIDDLE GRADES (6-8) Students explore their career interests through embedded activities. Career exploration strategies are opportunities for students to discover work environments and understand the various aspects of the workplace. Strategies include tools and instruments that help students understand and appreciate their strengths and interests. Students start plans for their future with career information and postsecondary education data. Plans include course selection and planning as well as career aspirations and goals. <ul style="list-style-type: none">• Advanced academic and technical education• Student Success Plan• Career connections learning strategies• Workplace visits with career interviews• Career courses• Career mentorships• Career research• Service learning• Career-tech student organizations• OhioMeansJobs K-12• Career pathways	HIGH SCHOOL (9-12) Students continue career exploration while focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in the workplace. Career planning strategies focus on making clear links between career options and educational decisions. Students develop the skills to revisit previous exploration and planning strategies as they face career changes throughout life. <ul style="list-style-type: none">• Advanced academic and technical education• College Credit Plus• Career academies• Career connections learning strategies• Career pathways• Career-tech student organizations• Industry-recognized credentials• Student Success Plan• Work-based Learning• Career mentorships• Pre-apprenticeship programs• Part-time work• Service learning• OhioMeansJobs K-12

Matrix of Careers in the Arts

Many creative careers, such as choreographers, playwrights, and visual artists, benefit from bachelor's degrees in relevant fields like Fine Arts, Graphic Design, Dance, Theatre, or Media Arts. Dancers, musicians, and actors often pursue degrees or conservatory training in their specific fields (e.g., Bachelor of Music or Bachelor of Fine Arts). Careers such as art critics or historians usually require degrees in Art History, Literature, Media Studies, or a related field. Dance and music therapists typically need a degree in their field (e.g., Music Therapy) and certification or licensure. Art educators often need a degree in art plus teaching credentials. Some fields, like digital animation or set design, might require specific certifications or technical diplomas. Careers like sound technicians or lighting designers may require technical training or certifications in sound engineering or stage production. Some roles, like dramaturgs or art historians, may require a master’s or PhD, especially for research or academic positions. Other careers adjacent to the arts or careers that utilize arts skills and thinking dispositions benefit from experience in arts management or education, sometimes combined with degrees in Arts Administration, Communication, or Social Work.

This table provides a sample of careers, organized by primary alignment to artistic process. This list is not exhaustive.

Dance			
Creating	Performing	Responding	Connecting
Choreographer Dance Composer Artistic Director Dance Costume Designer	Dancer Dance Captain Rehearsal Assistant Foley Artist Motion Capture Body Artist	Dance Critique Dance Textbook Author Choreologist Ethnochoreologist Dance Researcher Movement Analyst Dance Historian Dance Notator	Dance and Fitness Instructor Dance Educator Studio Dance Teacher/Owner Dance Therapist Community Dance Organizer Arts Administrator Festival Coordinator Dance Advocate
Media Arts			
Creating	Performing	Responding	Connecting
Graphic Designer Video Game Designer Artistic Director Animator Digital Illustrator Motion Graphics Artist Film Artist	Video Editor Sound Engineer Videographer Production Designer Camera Operator Broadcast Producer Foley Artist Technical Director Colorist	Film Critic Media Historian Audience Analyst Program Evaluator Documentary Analyst Media Preservation Specialist Social Media Analyst	Media Educator Digital media Strategist Media Arts Advocate Arts Administrator Festival Coordinator Content Distributor
Music			
Creating	Performing	Responding	Connecting
Composer Songwriter Music Producer Arranger Lyricist Orchestrator Beat Maker Jingle Writer Film Scorer	Musician Conductor Session Musician DJ Live Sound Engineer Recording Engineer Vocal Coach Musical Theatre Performer State Manager for Music Event Tour Manger	Music Critic Music Historian Musicologist Ethnomusicologist Album Reviewer Acoustics Researcher Festival Programmer	Music Educator Arts Administrator Music Therapist Choir Director Community Music Organizer Event Promoter Music Advocate

Theatre			
Creating	Performing	Responding	Connecting
Playwriter Dramaturg Set Designer Costume Designer Lighting Designer Sound Designer Puppet Designer Stage Effects Artist Makeup Design	Actor Director Stage Manager Producer Technical Director Fight Choreographer Performer Technician Wardrobe Supervisor	Theatre Critic Theatre Historian Performance Analyst Dramaturgical Researcher Archival Specialist	Theatre Educator Arts Administrator Community Theatre Organizer Workshop Facilitator Cultural Liaison Theatre Advocate Playhouse Manager Drama-based Therapist Event Promoter
Visual Arts			
Creating	Performing	Responding	Connecting
Painter Sculptor Illustrator Jewelry Designer Fashion Designer Photographer Animator	Exhibition Designer Art Director Exhibition Designer Live Performance Artist	Art Critic Art Historian Curator Art Valuer/Auctioneer	Art Educator Art Therapist Community Arts Coordinator Museum Educator Art Advocate Art Outreach Coordinator Art Program Director

 Discover more information with [OhioMeansJobs Career Clusters: Arts, Audio/Video Technology, & Communications](#)

Video Resources				
Dance	Media Arts	Music	Theatre	Visual Arts
<ul style="list-style-type: none">Septime Webre: Becoming a Choreographer Me, Dorothy PBS LearningMediaPerforming Arts Careers Inside the Work PBS LearningMediaCommunity Arts Connection-Dance Program Move to Include PBS LearningMediaCareer Connections Gym Owner PBS LearningMedia	<ul style="list-style-type: none">Radio Host and Producer Great Job! PBS LearningMediaVisual Designer Career Explore Northwest PBS LearningMediaAnimator Backgrounds Video Production: Behind the Scenes with the Pros PBS LearningMediaCareer Connections Animator PBS LearningMediaCareer Connections Graphic Designer PBS LearningMedia	<ul style="list-style-type: none">Becoming an Orchestra Conductor: "Juilliard" Treasures of New York PBS LearningMediaMatthew Pierce: Becoming a Music Composer Me, Dorothy PBS LearningMediaOrchestra Musician Great Job! PBS LearningMediaNative American: Iroquois Flute Maker Music Arts Toolkit PBS LearningMediaMusic as a Vocation: 1973-1996 Country Music PBS LearningMediaMusic Therapy Move to Include PBS LearningMediaCareer Connections Sound Engineer PBS LearningMedia	<ul style="list-style-type: none">Liz Vandal : Becoming a Costume Designer Me, Dorothy PBS LearningMediaSenior Vice President of Theatre Operations Great Job! PBS LearningMediaTheater Sound Design Drama Arts Toolkit PBS LearningMediaTheater Costume Design Drama Arts Toolkit PBS LearningMediaTheater Scenic Design Drama Arts Toolkit PBS LearningMediaTheater Projection Design Drama Arts Toolkit PBS LearningMediaTheater Lighting Design Drama Arts Toolkit PBS LearningMediaStage Manager Drama Arts Toolkit PBS LearningMediaThe Director's Role in Theater Drama Arts Toolkit PBS LearningMediaProducer Drama Arts Toolkit PBS LearningMediaDramaturg Drama Arts Toolkit PBS LearningMediaLiterary Manager Drama Arts Toolkit PBS LearningMedia	<ul style="list-style-type: none">Art Director Career Explore Northwest PBS LearningMediaCareer Connections Art Auctioneer PBS LearningMediaCreative Arts Therapy Move to Include PBS LearningMediaCareer Connections High School Art Teacher PBS LearningMediaCareer Connections Museum Exhibitions Preparator PBS LearningMediaConservators Of the Fine Arts Museums Of San Francisco: Visual Arts Pbs Learningmedia

 Access the Department's [Discussion Tool for High School](#) and [Discussion Tool for Middle School](#) for career connections, exploration, and planning with students.

Careers that Benefit from Artistic Skills and Thinking Dispositions

Artistic skills and thinking dispositions can be highly valuable in a variety of career pathways outside traditional arts fields. By leveraging artistic abilities and the way artists approach problems, individuals can thrive in a multitude of industries. Here is a sample of artistic skills and thinking dispositions that may be valuable in a variety of career pathways.

Artistic Skills

1. **Creativity and Innovation:**
 - Value: Helps in generating original ideas and solutions.
 - Applications: Marketing, Advertising, Product Development, Entrepreneurship.
2. **Visual Communication:**
 - Value: Ability to convey messages effectively through visual elements.
 - Applications: Graphic Design, UX/UI Design, Data Visualization, Architecture.
3. **Storytelling:**
 - Value: Crafting compelling narratives to engage an audience.
 - Applications: Public Relations, Content Creation, Branding, Journalism.
4. **Performance and Presentation:**
 - Value: Confidence in public speaking and engaging audiences.
 - Applications: Teaching, Sales, Corporate Training, Event Hosting.
5. **Technical Proficiency in Media Tools:**
 - Value: Mastery of tools like Adobe Creative Suite, video editing software, or digital design platforms.
 - Applications: Technology, Film Production, E-Learning Development.

Thinking Dispositions

1. **Adaptability and Flexibility:**
 - Value: Openness to change and the ability to shift approaches as needed.
 - Applications: Project Management, Consulting, Crisis Management, Healthcare.
2. **Emotional Intelligence:**
 - Value: Understanding and connecting with others' feelings.
 - Applications: Counseling, Human Resources, Social Work, Customer Service.
3. **Collaboration and Teamwork:**
 - **Value:** Working effectively with others to achieve shared goals.
 - **Applications:** Corporate Strategy, Community Development, Scientific Research.
4. **Critical Thinking and Problem-Solving:**
 - **Value:** Evaluating situations objectively to find practical solutions.
 - **Applications:** Engineering, Policy Making, Operations Management.
5. **Attention to Detail:**
 - **Value:** Precision and focus on quality.
 - **Applications:** Medicine, Law, Software Testing, Financial Analysis.
6. **Resilience and Perseverance:**
 - **Value:** Commitment to overcoming challenges and setbacks.
 - **Applications:** Entrepreneurship, Athletic Coaching, Humanitarian Work.

Matrix of Arts Integrated Ideas

This table outlines sample lesson activities that integrate learning standards from the five artistic domains and other grade-level subject standards. The matrix of ideas is intended as a collection of ideas to spark innovation and the imagination about how to integrate the arts and other content areas.

Dance			
K-2	3-5	6-8	HS
Dancing Geography (Social Studies) Students create short dance studies, or a 3-part sequenced tableau, based on images of different places in Ohio (such as images from Cuyahoga Valley National Park). Students express different characteristics of geographic places in Ohio using their bodies to make shapes as well as locomotor and non-locomotor movements. Students perform their dance studies demonstrating various elements used in dance, such as body and space. Students observe the effects of human activity on the environment and determine positive and negative effects. Students reflect on their experience viewing other students' performances, identify dance elements observed, and demonstrate audience behavior. Students reflect on how the experience of moving made them feel healthy.	Celebrating Ohio (Social Studies and Literacy) Students create dances based on a chosen part of Ohio history. Students consider and describe the various features of dances observed and how they represent the historical time in Ohio history selected. Students collaborate with classmates to create short movement studies using this information. Students work in small groups to apply technical dance skills and artistic expressions to communicate their chosen part of Ohio history. Students draft short artistic statements defending one to two artistic choices they made regarding the selection of production elements, music, movement, or costuming.	Dancing Matters (Science) Students create a movement study that shows the three states of matter or how energy moves in space. Students use various energy principles (such as time and space) to improvise various states of matter and how atoms react in different contexts. Students select various production elements and performance locations to enhance the communication of their chosen state of matter. Students create criteria to give and receive feedback to peers to improve communication of the states of matter through movement. Students consider how the location or setting of a performance influences the way dance is communicated and understood.	Rotation, Reflection, and Translation (Math) Students learn a movement phrase, paying particular attention to how space is used in the phrase. Students plot the location of dancers in space as coordinates on a graph. Students apply their understanding of rotation, reflection, and translation to create original phrases that reflect these ideas by changing the movement phrase taught to them. Students record new movement phrases and record new location of dancers in space as coordinates on a graph. Share movements and graphs with peers to receive feedback and apply feedback to improve dance study. Students consider the way that production elements might be used to communicate concepts of rotation, reflection, and translation. Teachers might also consider folk dance traditions such as Irish Ceili, American Square Dancing, or English and French Quadrilles for how rotation, reflection, and translation appear.
Media Arts			
K-2	3-5	6-8	HS
Animal Story Slides (Science) Students create a story slide show of digital images (and sounds) about their favorite animal. Students consider which images to include and why, considering how images communicate their animal's characteristics and habitat. Students present their short story slide show of images to their peers. Students will compare and contrast similarities in characteristics and habitat of the various animals.	Menus of the World (World Languages and Cultures, Social Studies, Financial Literacy) Students create and design a digital menu for the chosen country using digital media. Students research the country to select appropriate images and representations for their website. Students consider the currency and the budget limitations for the project. Students produce a digital menu for their restaurant within set parameters that will be attractive to customers, reflect reasonable prices, and utilize engaging media to communicate restaurant themes and menu items. Students include menu items in the local language and with English translation. Students will then be given a budget to "buy lunch" from the various restaurants and discuss why they made their choices of what and where to "bug lunch."	Sound Mapping (Social Studies, Science, and Literacy) Students create a sound map using sounds they record from different areas of the school or their community. Students record 30 second sounds, room tones, and other audio from various areas around the school or community. Students will load their sounds onto an interactive map, accurately plotting where sounds were recorded. Students then mix their found sounds to create an original audio composition. Students listen to classmate's recordings and use context clues to guess where the recording was made and consider how the sounds influence the areas where they were recorded. Students write a short paragraph explaining why they chose to record certain sounds and their artistic intent with their original mix. Students explore the science of acoustics and consider how acoustics impact the experience of certain places and the role of sound in how we situate ourselves in the world.	Immersive History (Literacy, Social Studies) Students view the piece, "Migrant Mother" by Dorothea Lange and reflect on the piece using the "See Think Wonder" visual thinking strategy. Students listen to top 100 songs from 1936 and reflect using the "Hear Think Wonder" aural thinking strategy. This activity may be paired with reading "Grapes of Wrath" by John Steinbeck. Students analyze primary source documents, images, and films and use their findings to prepare original visual (and aural) representations of the Great Depression. Students create an immersive exhibition of work documenting the Great Depression. Students may select primary source documents, images, and films as well as original compositions to curate original visual and aural representations, pieces, and soundscapes. Students will provide feedback to their peers to prepare work for a curated gallery presentation. Students will establish evaluation criteria based on their research of primary source documents. Students will write a multi-paragraph artistic statement explaining three artistic choices for their original piece and create a descriptive label with the title of piece, basic information, and the historical context that informed the piece.
Music			
K-2	3-5	6-8	HS
The Magic Opera (Literacy) Students learn about the history of opera, Mozart, and The Magic Flute. Students will reflect on how operas tell stories using music and consider how lyrics, music, and gestures communicate meaning to the audience. In pairs or small groups, students will write their own opera lyrics to tell an original story using the melody of Twinkle Twinkle Little Star. The lyrics will be structured using AB as a dialog, with students alternating who is "speaking" for each line. Students will perform their songs (using appropriate pitch and rhythm) and act out their lyrics.	Rocky Mountain Lyrics (Science) Students will create an original verse for the folk song "Rocky Mountain" that conveys their understanding of how the earth's surface can change over time. Students will explain how changes in the earth's surface happen quickly or slowly and connect their learning of science to create original lyrics. Students will perform their verses as solos informally in class. Students will reflect on how students made different artistic choices, yet all communicated a similar idea.	Making Music, Making History (Social Studies) Students study a period of history and listen to songs from that era to identify common features and be able to explain how the historical context informed the choices of the composers. Students will create an original composition that tells the story of a chosen piece of history and reflects the musical expressive features common to that time period. Students provide feedback to peers that supports the artistic intent of the creator through informal presentations of work. Students will perform or record and present their original compositions, applying their own artistic expression to the performance.	Historical Riffs (Social Studies and Literacy) Students study Cabinet Battle #1 from Hamilton, considering how the music and lyrics communicate the debate and historical aspects through music. Students select a historical figure, researching accomplishments, failures, and the influence of the figure on US history. Students consider decisions made by the figure or important moments in their life. Students create an original composition, music and lyrics, to communicate a pivotal moment or decision in the life of a chosen figure from history. Students perform their original compositions. Students demonstrate technical ability and documentation of revision processes to improve their work.

Theatre			
K-2	3-5	6-8	HS
Creating Characters (Literacy) Students read a short story (independently or as a class). Students will connect the story elements in the story with personal experiences and record key moments from their personal story into a graphic organizer outlining story elements. Students create dramatizations of their personal stories using their voices and bodies to represent the various characters. Students will discuss how their vocal and physical choices influenced how the story was understood and how differences in choices influenced understanding.	Celebrating Ohio (Social Studies and Literacy) Students study key moments in Ohio history. Students create dramatic scenes based on a selected part of Ohio history and apply their knowledge of performance and design. Students work in small groups to apply creative and performance skills and artistic expressions to communicate their chosen part of Ohio history. Students collaborate with classmates to create short drama studies. Students draft short artistic statements defending one to two artistic choices they made regarding the selection of production elements, music, dialog, or costuming. Students consider and describe the various features of classmates performances and how they represent the historical time in Ohio history selected.	It's a Tragedy! (Social Studies) Students study the history of Greek drama and select a Greek Tragedy to modernize. In small groups, students will create a modernized interpretation of a Greek Tragedy. Students will rehearse and refine their performances and the development of production elements and share their modernized Greek Tragedies informally with classmates. Students will compare and contrast dramatic stories throughout history and how the meaning of stories is changed through artistic choices.	Flatland (Math, Literacy, and Social Studies) Students read and consider how Edwin Abbott's "Flatland: A Romance in Many Dimensions" provides social commentary on Victorian culture and expresses mathematical concepts of geometry. Students will create a selected short scene from Edwin Abbott's "Flatland." Students will refine their works through rehearsal and notate how their ideas transformed through the process. Students will produce technical elements to enhance performance and to create a realistic (or not-realistic) setting for the 2-dimensional world and the geometric components of the story. Students will publicly present their short scenes from the story. Students will create criteria for their work to be evaluated, citing evidence from the text and from their knowledge of theatrical performance and design.
Visual Arts			
K-2	3-5	6-8	HS
9 Cats Named Sam (Math and Literacy) Students will read (or be read) Warhol's book, 25 Cats Named Sam. Students create their own version of Andy Warhol's pop art that illustrates a subtraction word problem. Students represent a subtraction problem by drawing some of their 9 cats as visible in the frame and others as hiding, using pop art background lines to indicate hiding cats. Students will combine different shapes to create images of cats. Students use watercolor relief to create background colors for their frames. Students write out a few sentences that describe the story of their 9 cats, accurately describing how many have "hidden" and how many remain.	Calder Torn Paper and Coding Multiplication (Math) Students create original adaptations of Alexander Calder's Torn Paper designs. Students demonstrate ability to manipulate paper by tearing. Students express ability to differentiate between organic and geometric shapes. Students code three multiplication equations by using patterns of dots on torn paper pieces (e.g., 3 black dots on 3 blue blobs would be $3 \times 3 = 9$, 4 black dots on 4 red blobs would be $4 \times 4 = 16$, and 2 black dots on 2 yellow blobs would be $2 \times 2 = 4$). Students will apply criteria to observe and evaluate artistic work, selecting and generating feedback and evaluation criteria aligned to various goals of artistic expression and techniques.	Constitutional Visual Essays (Social Studies) Students create a visual essay (compilation of images, symbols, and artwork) illustrating key themes from the preamble to the Constitution. Students integrate visual images, designs, and information with primary source documents (visual and text) to select, organize, and refine a compelling presentation. Students provide feedback through discussions and develop evaluation criteria.	Making an Impression (World Languages and Cultures) Students recreate or create an original interpretation of a piece of impressionist or post-impressionist art (in a traditional medium or a contemporary medium, e.g., as a framed painting or an image on a T-shirt). Students learn relevant language and intercultural content in French (or target language). Students describe in French (or target language) the historical style, artistic medium, and their rationale for selection). Students demonstrate proficiency in the techniques appropriate during the impressionist and post-impressionist period. Students create evaluation criteria to assess own and peer artwork.