

# ***FINE ARTS***

Course of Study

***Fairfield***

City School District

*July 21, 2016*

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## FOREWORD

Fairfield City School District values Fine Arts as a critical piece in the development of the whole child. Students are encouraged to discover and explore a variety of mediums and formats throughout their experiences as they progress through the grade levels. This course of study is based on Ohio's Learning Standards, which were adopted by the Ohio Department of Education in 2012.

Fine Arts Standards are an attempt to render, in operational terms, the value and importance of the arts for the educational well-being of our young people and our country. Arts education benefits both student and society. It benefits the *student* because it cultivates the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. This process requires not merely an active mind but a trained one. Arts education also helps students by initiating them into a variety of ways of perceiving and thinking. Because so much of a child's education in the early years is devoted to acquiring the skills of language and mathematics, children gradually learn, unconsciously, that the "normal" way to think is linear and sequential; that the pathway to understanding moves from beginning to end, from cause to effect. In this dominant early mode, students soon learn to trust mainly those symbol systems, usually in the form of words, numbers, and abstract concepts, which separates the person from the experience.

However, the arts teach a different lesson. They sometimes travel along a road that moves in a direction similar to the one described above, but more often they start from a different place. The arts cultivate the direct experience of the senses; they trust the unmediated flash of insight as a legitimate source of knowledge. Their goal is to connect person and experience directly, to build the bridge between verbal and nonverbal, between the strictly logical and the emotional—the better to gain an understanding of the whole. Both approaches are powerful and both are necessary; to deny students either is to disable them.

Most importantly, the arts have *intrinsic* value. They are worth learning for their own sake, providing benefits not available through any other means. To read Schiller's poem "Ode to Joy," for example, is to know one kind of beauty, yet to hear it sung by a great choir as the majestic conclusion to Beethoven's Ninth Symphony is to experience beauty of an entirely different kind, an experience that for many is sublime. Because these experiences open up this transcending dimension of reality, there can be no substitute for an education in the arts, which provides bridges to things we can scarcely describe, but respond to deeply. In the simplest terms, no education is complete without them.

The arts also make a contribution to education that reaches beyond their intrinsic value. As students imagine, create, and reflect, they are developing both the verbal and nonverbal abilities necessary for school progress. At the same time, the intellectual demands that the arts place on students help develop problem-solving abilities and such powerful thinking skills as analyzing, synthesizing, and evaluating. Further numerous studies point toward a consistent and positive correlation between a substantive education in the arts and student achievement in other subjects and on standardized tests. A comprehensive, articulated arts education program also engages students in a process that helps them develop the self-esteem, self-discipline, cooperation, and self-motivation necessary for success in life.

## INTRODUCTION

The student learning outcomes in this course of study specify the skills and knowledge, which students are expected to acquire at each level of instruction. “I can” statements will be used to aid in the student achievement of the desired outcomes.

The organization of this course of the study is based on the Ohio State Standards. These standards provide a structural and an effective means for organizing Fine Arts instruction into a coherent and sequential body of knowledge and skills.

Fairfield City School District offers formal, systematic instruction in General Music and Visual Arts to all students in grades K through 5. In grades 6 through 8, students may choose to participate in a performance group class (Band, Choir, Orchestra) or an elective Visual Arts class. High school students are encouraged to become members of our outstanding, nationally recognized music performance groups. In addition, the high school also offers Fine Arts electives in Drama/Theatre, Music, and Visual Arts. High school students who wish to develop a deeper Fine Arts foundation may elect to take advanced courses.

Parents, students, or community members who have questions about this document or the Fine Arts program are encouraged to contact a teacher or a member of the district Curriculum Department.

## **PHILOSOPHY**

We believe that arts education, including dance, drama/theatre, music and visual art, is essential to the basic education of all students in Fairfield because:

- The arts represent the most telling imprints of any civilization, serving as records of history, expressions, and beliefs.
- The arts are basic symbol systems by which people communicate, express, and acquire understanding.
- The arts represent ways of thinking about, participating with, and knowing the world through intellectual, cognitive, and sensory experiences.
- The arts embody the deepest expressions of our humanity.

## GOALS

Students will work toward the following Enduring Understandings:

**PERSONAL CHOICE AND VISION:** Students construct and solve problems of personal relevance and interest when expressing themselves in the Fine Arts.

**CRITICAL AND CREATIVE THINKING:** Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.

**AUTHENTIC APPLICATION AND COLLABORATION:** Students work individually and in groups to focus ideas and create and perform artworks that address genuine local and global community needs.

**LITERACY:** As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

## EVALUATION

Evaluation of the skills and knowledge gained through the implementation of the Fine Arts Course of Study is a critical component necessary to determine the growth of the students as well as the effectiveness of the curriculum. Common formal and informal formative assessments will be used to inform teachers and students about progress toward meeting learning targets and to plan for remediation and enrichment. Common summative assessments will be used to evaluate mastery of the standards. Staff will analyze the data from the assessments to focus and provide intervention at each course.

Rubrics will be a part of classroom evaluations. Students will be active participants in the assessment process. Rubrics are extremely effective way of evaluating performance assessments.

In addition, exit slips will be used for ensemble rehearsals and sectionals, recordings will be used in the SLO process, and concert critiques will be administered.

Classroom assessments will foster familiarity with performance-based assessment, multiple-choice, short answer, and extended response assessments. The aforementioned evaluation tools align classroom assessments with the possibilities of collaborative teaching, but do not represent an all-inclusive list of options. Evaluations and the use of data will be consistent with all other Fairfield City School District Board Policies pertaining to this topic.

# **DRAMA/THEATRE STANDARDS BY GRADE LEVEL**

## **GRADES 10-12 ELECTIVES**

### *Introduction to Acting/Acting Technique*

#### **PERCEIVING/KNOWING**

##### **A. CREATING (CE)**

- 1CE.I Explain how theatrical artists create meaning to convey a playwright's intent.
- 2CE.I Compare and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created.
- 3CE.I Examine and explain the impact of cultural, social, political and technological influences on key theatrical figures, works and trends in various cultures.
- 4CE.I Distinguish between the roles of actor and director and discuss how they relate to each other in a theatrical production.
- 5CE.I Recognize and identify the standards and different aspects of performance used to critique and assess theatrical works.

##### **B. PRODUCING/PERFORMING (PR)**

- 1PR.I Manipulate vocal qualities, posture, movement and language to express variety in characters and situations.
- 3PR.I Write and act out a dramatic or tragic scene.
- 5PR.I Demonstrate improvisation and explain how it benefits character, scene and script development.
- 6PR.I Apply accurate terminology in dramatic and theatrical activities.
- 7PR.I Integrate other art forms into a dramatic presentation.

##### **C. RESPONDING/REFLECTING (RE)**

- 1RE.I Explain how a performance style communicates a message or story narrative.
- 2RE.I Evaluate variations of universal themes and characters across different time periods and cultures and explain how they were used in selected dramatic works.
- 3RE.I Distinguish and describe various genres such as comedy, tragedy and fantasy when engaging in dramatic work and performance.
- 4RE.I Discuss the importance of drama and theatre in a community and provide examples.
- 5RE.I Create and use criteria developed during theatrical study to state, discuss and defend opinions about the quality of personal or peer performances.
- 6RE.I Identify specific purposes and intents for portfolio and resume development in the dramatic and theatrical fields.

**DRAMA/THEATRE STANDARDS BY GRADE LEVEL**  
**GRADES 10-12 ELECTIVES**  
*Advanced Theatre*

**PERCEIVING/KNOWING**

**A. CREATING (CE)**

- 1CE.II Discuss the artistic choices a playwright makes in a dramatic work and how these influence the interpretation and message of the work.
- 2CE.II Research the historical background of a script as a basis for interpretation and presentation.
- 3CE.II Identify and describe the significant dramatic arts from various periods of theatre history (e.g., Origin, Greek and Roman, Medieval, Renaissance, Restoration, 17th century to the contemporary).
- 4CE.II Compare and contrast the works of two playwrights from two distinct historic periods.
- 5CE.II Research and report on career opportunities in all aspects of theatre and drama.

**B. PRODUCING/PERFORMING (PR)**

- 1PR.II Develop a complete character using physical, emotional and vocal techniques in a memorized scene or monologue.
- 2PR.II Demonstrate the collaborative skills necessary for producing a scene with an ensemble.
- 4PR.II Pre-block and direct peers in a scene, applying the principles of composition to create an effective stage picture.
- 5PR.II Integrate other arts forms and academic disciplines in a dramatic or theatrical activity.

**C. RESPONDING/REFLECTING (RE)**

- 1RE.II Defend the use of a specific style, form or period to express an intended message.
- 2RE.II Evaluate the resources used to mount a specific production to enhance the playwright's intent.
- 3RE.II Compare and contrast traditional and nontraditional interpretations of a dramatic and theatrical work.
- 4RE.II Describe how drama and theatre can affect social change, both globally and locally.
- 5RE.II Use self-evaluation strategies and audience response to improve artistic works and experiences.
- 6RE.II Assemble a personal drama or theatre portfolio with a resume to include completed works and works-in-progress.

**DRAMA/THEATRE STANDARDS BY GRADE LEVEL**  
**GRADES 10-12 ELECTIVES**  
*Production and Set Design*

**PERCEIVING/KNOWING**

**A. CREATING (CE)**

- 5CE.III Investigate the level of discipline, knowledge and skill required for career preparation in drama and theatre.
- 1CE.IV Examine and explain the use of various theatrical styles to achieve an intended purpose and meaning.
- 2CE.IV Use drama and theatre heritage and art forms to communicate a philosophical, ethical or social issue.

**B. PRODUCING/PERFORMING (PR)**

- 2PR.I Use technical elements safely to focus attention, establish mood, locale and time and to support the plot.
- 4PR.I Generate a plan for technical production including the safe operation of tools and production equipment.
- 2PR.II Demonstrate the collaborative skills necessary for producing a scene with an ensemble.
- 3PR.II Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound costumes and make-up.
- 5PR.II Integrate other arts forms and academic disciplines in a dramatic or theatrical activity.

**C. RESPONDING/REFLECTING (RE)**

- 1RE.II Defend the use of a specific style, form or period to express an intended message.
- 2RE.II Evaluate the resources used to mount a specific production to enhance the playwright's intent.
- 3RE.II Compare and contrast traditional and nontraditional interpretations of a dramatic and theatrical work.
- 6RE.II Assemble a personal drama or theatre portfolio with a resume to include completed works and works-in-progress.

# **DRAMA/THEATRE STANDARDS BY GRADE LEVEL**

## **GRADES 10-12 ELECTIVES**

### *Screenwriting*

Screenwriting addresses educational standards in reading, writing, and technology literacy along with Career and Technical Education career ready practices. The enhancement of higher level critical thinking skills is central to the course content, discussion threads, and activities.

#### **KEY IDEAS AND DETAILS**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as the inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

#### **CRAFT AND STRUCTURE**

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

#### **INTEGRATION OF KNOWLEDGE AND IDEAS**

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beux Arts" and Breughel's Landscape with the fall of Icarus).
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare.)

**DRAMA/THEATRE STANDARDS BY GRADE LEVEL**  
**GRADES 10-12 ELECTIVES**  
*Screenwriting*

**TEXT TYPES AND PURPOSES**

3. Write narratives to develop real or imagined experiences or events using effective technique well-chosen details, and well-structured event sequences.
  - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
  - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and /or characters.
  - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**PRODUCTION AND DISTRIBUTION OF WRITING**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

## MUSIC PHILOSOPHY

The purpose of this course of study is to set forth the philosophy and instructional objectives of music education in the Fairfield City Schools. This course of study continues the commitment to developing music literacy that characterized earlier versions of this document. It also continues to present music instruction as an integrated discipline and a core academic subject; comprising fundamental elements of music, instruction in making music, opportunities to take part in performance groups, and an appreciation for the historical and cultural contexts in which music has been and continues to be important.

Music is for everyone, for music expresses the aspirations, thoughts, feelings, and achievements of humans in all endeavors of life. It spans a wide range of styles and forms from timeless folk music to the classical concert stage, and from simple children's songs to jazz, rock, modern electronic music, and experimental forms that challenge traditional musical concepts and practices. The ability to create and appreciate music enriches students' lives by giving them musical tools and ideas with which to interpret and interact with their surroundings. Therefore, a balanced and effective K-12 music education program strives to develop in each individual the means for using music to enrich the experience of living.

A strong, balanced music education program is also a valuable means for developing skills and habits of mind that are needed for success in academic studies, interpersonal relationships, and careers. Some of the major benefits of musical study are listed below.

- Music develops an appreciation for orderly thought, planning, and detail.
- Music stretches the imagination and provides a means for expressing personal feelings, thoughts, and ideas.
- Musical achievement demands disciplined study, sustained practice, and the honest appraisal of one's work.
- The composition and interpretation of music develops both problem-solving skills and the ability to merge personal creativity with higher levels of critical thinking.
- Music develops an awareness of important similarities and differences in the ways individuals, groups, and cultures express themselves.
- Music develops increased sensitivity to the thoughts, feelings, and viewpoints of others, because a musician must understand both the subject of the music and its audience if meaningful communication is to occur.
- Music gives expression to that which cannot be put into words, captured in a painting, or demonstrated through movement, but which humans feel compelled to communicate.

All of these qualities contribute to success in life – on the job, in the running of a household, in interpersonal relationships, and in the conduct of citizenship.

## MUSIC PHILOSOPHY

The purpose of music education is to develop skills, understandings, and appreciation for music in its many forms. To accomplish this, a balanced K-12 music program addresses fundamental elements of music: melody, harmony, duration, timbre, style, form, texture, and expression. These are explained below.

**Melody** refers to the way pitches are arranged in orderly and recognizable ways. To most people, melody is the tune. In studying melody, students look at the way notes are arranged, how they move around the tonal center, and how patterns of notes help to organize a piece by forming phrases, themes, and motives.

**Harmony** is the deliberate and orderly combining of pitches that are played at the same time. When a piano or guitar plays chords to accompany a singer, the singer will be performing the melody, while the piano or guitar accompaniment provides the harmony. When studying harmony, students will develop an understanding of such concepts as consonance, dissonance, keys (tonal centers), chords, cadence, and harmonic rhythm.

**Duration** refers to the way time is incorporated into music through the use of patterns of sound and silence. Some of the most familiar aspects of duration are a steady beat and underlying rhythm.

**Timbre** (pronounced "tam'-ber" by musicians) is the nature, quality, and richness of a sound. It is sometimes referred to as tone color or tone quality. A trumpet has a different timbre than a clarinet, and a soprano's voice will have a different timber than a man's deep bass voice. One common way of helping a student understand timbre and its importance in music is to provide the student with many opportunities to compare and contrast the way various instruments sound when played. Students are helped to make connections between the way tone is produced in an instrument (plucking, bowing, blowing, etc.) and the kinds of musical effects it can produce.

**Style** refers to the specific and easily recognizable characteristics of a type of music. Musical styles are associated with such things as cultures and nationalities (Irish music, Japanese music) and periods of history (baroque style, classical style, romantic style). The study of style is important, because musicians build upon the foundations laid by their predecessors. These foundations express cultural identity, technical development, and social assumptions. An understanding of musical styles gives students a vocabulary and frame of reference for appreciating the role of music in history and in contemporary life. Another aspect of style includes musical genres. Genres are types or categories of music, such as jazz, folk music, rock music, musical theater, opera, and gospel music. The study of musical genres is one of the most effective ways to promote respect for the listening preferences of others, to deepen one's understanding of one's own preferred genres, and to expand one's understanding and appreciation of other genres and cultures.

## MUSIC PHILOSOPHY

**Form** refers to the way a musical composition is structured. For example, are parts of the composition repeated? Is there a chorus or refrain? Is a theme stated and then developed in various ways? An understanding of form can serve as a roadmap in helping the listener to understand and interpret musical compositions.

**Texture** is the interplay of pitches, melodies, and voices. When analyzing a piece's texture, the musician examines the number of different parts, whether the melody is supported by chords, and whether there are simultaneous melodies.

**Expression** focuses on the choices that performers or conductors make as they select and use elements of music to convey an intended musical interpretation. Expressive elements of music include several factors.

- Articulation – whether the music is performed in a smooth or an accented manner
- Balance – how various parts relate to each other, especially in terms of which part or parts may be predominate in the overall sound
- Dynamics – variations in loudness and softness
- Tempo – the speed at which music is performed

Competence in musical knowledge and expression involves the ability to combine the elements of music in experiencing, interpreting, analyzing, and creating music. Students work toward this competence from the very early grades, building each year upon the skills and understandings they have already achieved. At each grade level, students practice performing, creating, interpreting, analyzing, and critiquing music. Through this process, the joy of experiencing music is enriched as it matures.

An effective music program includes systematic assessment of student growth in skills and knowledge. This assessment should reflect students' growing musical literacy in a variety of ways. These include the student's ability to:

- Articulate and apply a systematic body of musical knowledge
- Use the elements of music to express personal feelings and ideas
- Read and perform from a musical score
- Use the language and concepts of music to critique and evaluate musical performances
- Exercise appropriate levels of respect for the musical tastes of others
- Meet reasonable levels of responsibility in preparing for and participating in concerts and other formal musical performances.

Finally, a K-12 music program should include challenging and rigorous upper level courses and performance groups, which enable interested students to use music as an avocation or to prepare at the collegiate level for a professional music career.

## **MUSIC SCOPE AND SEQUENCE**

### **GRADE 1**

First grade students receive music 1-2 times per week. Students focus on discovering their musicality and simple music theory. Students will use movement, singing, and playing a variety of musical instruments to experience music. They will hear and see music from a variety of media sources throughout the year to expose them to many genres and styles. Throughout the year students will be assessed for singing voice, steady beat, aural ability, instrument sounds, and simple rhythmic and melodic reading.

### **GRADE 2**

Second grade students receive music 1-2 times per week. Students will focus on simple music theory, musical cultures and styles, and singing ability. Students will use movement, singing, playing a variety of instruments, and written work to discover and practice all skills. They will be exposed to musical styles and genres through various media. Throughout the year students will be assessed for simple music theory, knowledge of culture and style, simple melodic understanding and composition, and instrumental knowledge.

### **GRADE 3**

Third grade students will receive music 1-2 times per week. Students will learn many parts of music reading and performance, including dynamics, musical form, and notes on the staff. Students will also learn about various musical styles, composition, performance, and instruments of the orchestra. Students will use movement, singing, playing of instruments, and written work to discover and practice all skills. Throughout the year students will be assessed on dynamics, musical form, listening skills, note names on the staff, simple composition, performance, and knowledge of instruments of the orchestra.

### **GRADE 4**

Fourth grade students will receive music 1-2 times per week. Students will spend the year focusing on music theory and listening skills. Students will use movement, singing, playing of instruments, and written work to learn and practice these skills. Throughout the year students will be assessed on knowledge of note names on the staff, time signatures and bar lines, listening skills, composition, and instrument sounds.

# MUSIC SCOPE AND SEQUENCE

## GRADE 5

### **General Music**

In grade five, students will be prepared to join a performance ensemble in the sixth grade via an in-depth study of note reading and rhythm reading. Students will also perform music on recorder using knowledge gained by the study of rhythm and note reading. Finally, students will take a hands-on approach to study Western musical instruments and their families so they may make an educated decision about their performance ensemble offerings in the sixth grade.

## GRADE 6

### **General Music**

In grade six, students will continue their in-depth study of rhythm and note reading. Students will demonstrate their knowledge of these skills through performance of simple melodies on the piano. Students will also continue their study of musical instruments by expanding upon what was covered in fifth grade and introduce musical instruments from various cultures found throughout the world. Finally, students will gain an appreciation of all forms of music and become educated consumers of music through evaluating recorded performances, discussion of careers in music, and a brief history of music as this will be their last experience in a music classroom.

### **Choir**

Sixth Grade Choir is a vocal performing ensemble elective. This year long course meets daily and covers the foundation of vocal performance and prepares students to further their musicianship. Within this course students will develop proper vocal technique including posture, breath support and diction, sight-reading skills, essential musicianship, and the performance of a varied repertoire of music. One concert is performed each nine weeks with opportunities for solos and small ensembles. Students will expand their previous knowledge of music in regards to vocabulary, rhythmic progression, and solfege. At the end of the year students will have the opportunity to audition for the competitive show choir Rhythm Express.

### **Band**

Sixth Grade Band is a year-long instrumental performing course. This course is open to sixth grade band students who have no beginning band experience. Emphasis is placed on development of playing technique and musical skill through daily rehearsals, incorporating regular warm-ups, Tradition of Excellence book instruction and appropriate concert band literature. Sixth grade band students are expected to participate in all regularly scheduled performances (5 average).

# MUSIC SCOPE AND SEQUENCE

## **GRADE 6** *(continued)*

### **Orchestra**

Sixth Grade Orchestra is a yearlong instrumental performing course. This course is open to sixth grade students who have no orchestra experience. The emphasis of this class is on reading musical notation and development of playing technique and musical skill on stringed instruments through daily class rehearsals. Course instruction is based on the Essential Elements (2000) for Strings Book I and appropriate string orchestra literature. Sixth grade orchestra students are expected to participate in all regularly scheduled performances (5 average).

## **GRADES 7-8**

### **Seventh Grade Choir**

Seventh Grade Choir is a vocal performing ensemble elective. This year long course meets daily and furthers the foundation of vocal performance that began in 6<sup>th</sup> grade choir. Students will continue developing proper vocal technique including posture, breath support and diction, sight-reading skills, essential musicianship, and the performance of a varied repertoire of music. One concert is performed each nine weeks with opportunities for solos and small ensembles. Additional extra-curricular opportunities include participation in the Solo and Ensemble Adjudicated Event and District Honor Choir offered by the Ohio Music Education Association. Students will begin to key in on not only performing but also critiquing their own performances and others. At the end of the year students will have the opportunity to audition for the competitive show choir Rhythm Express.

### **Seventh Grade Band**

Seventh Grade Band is a year-long instrumental performing elective. This course is open to seventh grade band students who have successfully completed sixth grade band. Emphasis is placed on further development of technique and musical skill through daily rehearsals, incorporating regular technical studies and appropriate concert band literature. Seventh grade band students are expected to participate in all regularly scheduled performances (5 average). Extra-curricular opportunities at Fairfield Middle School include Select Band, which is an audition only group, and Jazz Ensemble, which requires an audition for the rhythm section students. Students are also encouraged to participate in extra-curricular opportunities including Ohio Music Education Association Solo & Ensemble Adjudicated Event and District 13 Honor Band and Honor Jazz.

# MUSIC SCOPE AND SEQUENCE

## GRADES 7-8 *(continued)*

### **Eighth Grade Choir**

Eighth Grade Choir is a vocal performing ensemble elective. This year long course meets daily and furthers the foundation of vocal performance that began in 6<sup>th</sup> and 7<sup>th</sup> grade choir. Students will continue developing proper vocal technique including posture, breath support and diction, sight-reading skills, essential musicianship, and the performance of a varied repertoire of music. One concert is performed each nine weeks with opportunities for solos and small ensembles. Additional extra-curricular opportunities include participation in the Solo and Ensemble Adjudicated Event and District Honor Choir offered by the Ohio Music Education Association. Students will hone their skills on singing and listening by frequently critiquing their own performances and others. At the end of the year students will have the opportunity to audition for the competitive show choir Rhythm Express.

### **Eighth Grade Band**

Eighth Grade Band is a year-long instrumental performing elective. This course emphasizes the advanced development of technical facility and musicianship through the use of method studies and a variety of music including standard jazz and popular band literature. The course is open to students who have successfully completed seventh grade band. Eighth grade band students are expected to participate in all regularly scheduled performances (6 average). Extra-curricular opportunities at Fairfield Middle School include Select Band, which is an audition only group, and Jazz Ensemble, which requires an audition for the rhythm section students. Students are also encouraged to participate in extra-curricular opportunities including Ohio Music Education Association Solo & Ensemble Adjudicated Event and District 13 Honor Band and Honor Jazz.

### **FMS String Orchestra**

Seventh and Eighth Grade Orchestras are yearlong instrumental performing electives. These courses emphasize the progressive development of technical facility and musicianship through the use of method studies and a variety of music including standard classical and popular string orchestra literature. The course is open to students who have successfully completed sixth grade orchestra. String orchestra students are expected to participate in all regularly scheduled performances (5 average per year) and have extra-curricular opportunities at Fairfield Middle School such as the Fairfield Middle School Honors Orchestra, which is an audition only group. Students are also encouraged to participate in extra-curricular opportunities including Ohio Music Education Association Solo & Ensemble Adjudicated event.

# MUSIC SCOPE AND SEQUENCE

## GRADE 9

### **Freshman Choir**

Freshman choir meets daily throughout the school year to refine vocal technique, sight-reading skills, essential musicianship, and the performance of a varied repertoire of music. One concert is performed each nine weeks with opportunities for solos and small ensembles. Performance in OMEA (Ohio Music Education Association) and/or adjudicated events will also occur in the spring. Students involved in the music program also have other extra-curricular opportunities available to them including participation in Tri-M Music Honor Society as well as participation in the Solo and Ensemble Adjudicated Event and District Honor Groups offered by the Ohio Music Education Association. For more information, please see [www.fairfieldchoirs.com](http://www.fairfieldchoirs.com).

### **Concert Band**

All students in the freshman band participate in concert band and are also given a choice of performing in the FFS Jazz Ensemble or the FFS Symphonic Winds. The main focus of the class is concert band, where students continue to develop their performance skills and knowledge of the elements of music. The concentration of study is on standard band repertoire. Students are eligible to participate in the Freshman Band course upon successful completion of eighth grade band or by successful audition with a director. Requirements of this class include attendance at evening concerts. Concerts are performed at both the Fairfield Performing Arts Center and the Freshman Auditorium. Freshman may participate in the Fairfield High School Marching Band. This is an extra-curricular group, which requires attendance at summer prep camp and band camp. Students may also participate in the FHS Pep Band (Basketball Band) and Tri-M Music Honor Society. Additional extra-curricular opportunities include participation in the Solo and Ensemble Adjudicated Event and District Honor Concert Band and Jazz Band offered by the Ohio Music Education Association.

### **Freshman Orchestra**

Freshman Orchestra is open to any string orchestra student who has performed in the 6th, 7th and 8th grade orchestras previously (or has prior experience equal to that level of performing group). The group consists of violin, viola, cello, and bass students who want to pursue building their string orchestra skills and fundamentals to a higher level by playing with more advanced concepts e.g. vibrato, positions, bowing styles, etc. The group regularly performs five times per year at the fall, holiday, winter, and spring concerts, as well as performing at the OMEA State Orchestra Contest and the FCSD Arts Fair in May.

# MUSIC SCOPE AND SEQUENCE

## **GRADE 9** *(continued)*

### **Symphonic Winds**

In the Freshman School Symphonic Winds students perform concert band literature that is more popular in orientation; for example, arrangements of Rock and Pop music, Musical Theater, Orchestral arrangements, and music from movies. The ensemble also serves as a springboard to learn secondary and tertiary instruments. The commitment to this ensemble is year-long and the rehearsal schedule is generally twice per week.

### **Jazz Ensemble**

In the Freshman School Jazz Ensemble student participants are exposed to America's music, jazz. The students cover performing in a jazz ensemble setting via in-depth playing of various styles and genres. They are introduced to improvisation, articulations appropriate for the art form, and contributions to the art form by the most prominent composers. Basic musical fundamentals from the concert band program are expected and reinforced. Membership in this performing ensemble is done by evaluation of the instructor. The commitment to this ensemble is year-long and the rehearsal schedule is generally twice per week. There are also four to five performances in addition to the Concert Band schedule.

## **GRADE 10-12**

### **Music Appreciation**

This college-preparatory elective course will provide a general overview of the mechanics of music and music notation as well as music history. Students will learn about music in the Middle Ages, Renaissance, Baroque, Classical, Romantic, and Modern eras. There will also be a study of Jazz history, the American Musical, popular music, and world music as time allows. No prior music training is required for the course, just an interest in music.

### **AP Music Theory**

AP Music Theory is an advanced course that introduces the fundamentals of music, such as rhythm and meter, major and minor scales, intervals, chords, and ear training. Emphasis is placed on the in depth study of advanced concepts in tonal harmony, rules for chord progressions, and four-part writing. Students will engage in the study of composition, analysis, and aural comprehension. The class is open to students in grades 10-12. Any student considering a career in music should register for theory to prepare for college entrance exams. This course will prepare students to take the national AP exam in Music Theory. Students should have a musical background to enroll in this course.

## MUSIC SCOPE AND SEQUENCE

### **GRADE 10-12** *(continued)*

#### **Symphonic Choir**

FHS Symphonic Choir is an advanced mixed concert choir (soprano, alto, tenor, bass) open to males and females in the student body based upon a successful audition with the director. Music consists of a variety of vocal works spanning several centuries, including current contemporary musical works. Class and private voice, music theory, sight reading, and performance etiquette is also taught during the class. Performances in OMEA and/or adjudicated contests will also occur during the spring of each year. Students will perform in mandatory concerts a minimum of twice per term. Prior vocal experience is helpful but not required for the course. Upper classmen will be expected to assume leadership positions and responsibilities during the year. Students involved in the music program also have other extra-curricular opportunities available to them including participation in Tri-M Music Honor Society as well as participation in the Solo and Ensemble Adjudicated Event and District Honor Groups offered by the Ohio Music Education Association. For more information, please see [www.fairfieldchoirs.com](http://www.fairfieldchoirs.com).

#### **Pure Elegance**

Pure Elegance is the advanced women's show and concert choir. Students must complete a successful vocal and dance audition during the spring of the current school year. Prior vocal and dance experience is helpful, but not required for the course. Costuming must be purchased by the student. Music theory, sight reading, class and private voice, dance, and performance etiquette training will also be taught during this course. Performances in OMEA and/or adjudicated contests will also occur during the spring. Students involved in the music program also have other extra-curricular opportunities available to them including participation in Tri-M Music Honor Society as well as participation in the Solo and Ensemble Adjudicated Event and District Honor Groups offered by the Ohio Music Education Association. For information, please see [www.fairfieldchoirs.com](http://www.fairfieldchoirs.com).

#### **Choraliers**

FHS Choraliers is a show and advanced concert choir whose members function as ambassadors for the Fairfield City School District. Students must complete a successful vocal and dance audition during the spring of the current school year. Auditions are open to the entire student body, although preference is given to upperclassmen and those active within the music department. Prior vocal and dance experience is helpful but not required for the course. Costuming must be purchased by the student. Music theory, sight reading, class and private voice, dance, and performance etiquette training will also be taught during this class. Performances in OMEA and/or adjudicated contests will also occur during the spring. Seniors are expected to assume leadership responsibilities during the year. Students involved in the music program also have other extra-curricular opportunities available to them including participation in Tri-M Music Honor Society as well as participation in the Solo and Ensemble Adjudicated Event and District Honor Groups offered by the Ohio Music Education Association. For information, please see [www.fairfieldchoirs.com](http://www.fairfieldchoirs.com).

# MUSIC SCOPE AND SEQUENCE

## GRADE 10-12 *(continued)*

### **Concert Orchestra**

Concert Orchestra is a performing string orchestra that meets daily throughout the full school year. The group plays a wide variety of music from all of the major music periods (Contest List "B" Level) as well as contemporary popular music. The group competes in the month of February at the OMEA State Large Group Orchestra Contest at the B contest level.

Concentration in the course is on the consistent building of basic fundamental string performance skills through daily warm-ups, scales, position work, rhythm skills, and sight-reading. In addition to daily rehearsals, concert orchestra students receive instruction and exposure to music theory, music literature, and music history. Students will be expected to prepare individual parts outside of their regular Concert Orchestra class at least 2-3 hours per week in home practice. Students are encouraged to pursue individual private instruction on their instrument to participate in Concert Orchestra, but private instruction is not required. Students involved in the music program also have other extra-curricular opportunities available to them including participation in Tri-M Music Honor Society as well as participation in the Solo and Ensemble Adjudicated Event and District Honor Groups offered by the Ohio Music Education Association.

### **Chamber Orchestra**

Chamber Orchestra is a top performance group that is open to serious high school string orchestra students by audition only. The group meets daily and prepares a wide variety of music from the classical historical periods as well as contemporary genres. This course focuses on the development of advanced string skills through the performance of standard string orchestra repertoire (Contest List "A" Level). Students are expected to prepare their individual parts for the daily class rehearsal through outside practice of at least five hours each week. In addition to daily rehearsals, orchestra students receive instruction and exposure to music theory, music literature, and music history. Rehearsals may also include time for sectionals, small ensembles, and chamber orchestra. A full-year's scheduling commitment is required for participation in this string orchestra. The Chamber and Symphony Orchestras perform at many concerts during the year, and the string group competes at the A level at the OMEA State Orchestra Contest. Private instrument study is strongly suggested before becoming a member of the Chamber Orchestra. Students involved in the music program also have other extra-curricular opportunities available to them including participation in Tri-M Music Honor Society as well as participation in the Solo and Ensemble Adjudicated Event and District Honor Groups offered by the Ohio Music Education Association.

# MUSIC SCOPE AND SEQUENCE

## GRADE 10-12 *(continued)*

### **Chamber Winds/Concert Winds**

Chamber Winds and Concert Winds are co-curricular instrumental performing ensembles dedicated to the development of musicianship through repertoire. Emphasis within rehearsal is placed on the reinforcement of musical skills introduced earlier at the beginning and intermediate levels of study. Rehearsals may also include individual instruction, sectionals, and small ensembles. Music selected for rehearsal and performance represents a wide variety of musical styles plus cultural and historical backgrounds, further providing development of musical knowledge as well as individual and ensemble technical skills. Private instrument study is strongly encouraged. Students may also participate in the FHS Pep Band (Basketball Band) and Tri-M Music Honor Society. Additional extra-curricular opportunities include participation in the Solo and Ensemble Adjudicated Event and District Honor Concert Band and Jazz Band offered by the Ohio Music Education Association. Students involved in the music program also have other extra-curricular opportunities available to them including participation in the Marching Band, Pep Band (Basketball Band) and Tri-M Music Honor Society. Additional extra-curricular opportunities include participation in the Solo and Ensemble Adjudicated Event and District Honor Concert Band and Jazz Band offered by the Ohio Music Education Association.

### **Wind Ensemble**

Wind Ensemble is an instrumental performing co-curricular ensemble dedicated to the further development of advanced musical skills. Music selected for rehearsal and performance represents a wide variety of musical styles plus cultural and historical backgrounds chosen from the advanced repertoire of wind literature, which further provides for the development of musical knowledge, as well as individual and technical skills. Rehearsals may also include time for individual instruction, sectionals, and small ensembles. As the premier ensemble in the band department, membership in the class is limited to traditional wind ensemble instrumentation. Students are expected to prepare their individual parts for the daily class rehearsal through outside practice. Seniors will be expected to assume leadership positions and responsibilities during the year. Private instrument study is strongly suggested and encouraged. Students involved in the music program also have other extra-curricular opportunities available to them including participation in the Marching Band, Pep Band (Basketball Band) and Tri-M Music Honor Society. Additional extra-curricular opportunities include participation in the Solo and Ensemble Adjudicated Event and District Honor Concert Band and Jazz Band offered by the Ohio Music Education Association.

## MUSIC SCOPE AND SEQUENCE

### **GRADE 10-12** *(continued)*

#### **Jazz Ensemble**

Jazz Ensemble is a co-curricular course with membership through audition. Instrumentation for the ensemble is at the discretion of the director. Normal instrumentation would include five saxophones, five trombones, five trumpets, piano, drums, bass, and rhythm guitar. Audition dates are announced by the director each year. All members of the Jazz Ensemble must be members of Wind Ensemble, Concert Winds, or Chamber Winds. Past and present jazz literature and styles are performed by the ensemble. Each member of the Jazz Ensemble must furnish his or her own equipment and musical instruments. Private instrument study is strongly suggested/encouraged. Jazz Ensemble will provide enrichment in the specific genre of music and include the study of rock, funk, swing, be-bop, fusion, shuffle, and blues as well as a development of individual improvisation skills.

## **MUSIC STANDARDS BY GRADE LEVEL**

### **FIRST GRADE**

#### **A. PERCEIVING/KNOWING/CREATING (CE)**

- 1CE Identify echo and call/response.
- 2CE Explore steady beat, rhythm and meter.
- 3CE Listen to and identify music of various and contrasting styles.
- 4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm syllables and solfege).
- 5CE Explore selected musical instruments aurally and visually.
- 6CE Attend live music performances with emphasis on concert etiquette.

#### **B. PRODUCING (PR)**

- 1PR Demonstrate echo and call/response.
- 2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
- 3PR Read, write and perform using eighth notes, quarter notes and quarter rests.
- 4PR Improvise new lyrics to known songs and experiment with digital technology.
- 5PR Read and perform la-sol-mi melodies on the treble staff using a system (e.g., solfege, numbers or letters).
- 6PR Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.
- 7PR Demonstrate audience behavior appropriate for the context and style of music performed.

#### **C. RESPONDING/REFLECTING (RE)**

- 1RE Recognize how music is used for a variety of occasions.
- 2RE Describe how music communicates feelings, moods, images and meaning.
- 3RE Communicate a response to music using dance, drama or visual art.
- 4RE Connect concepts shared between music, other art forms and other curricular subjects.
- 5RE Form and express personal opinions about a musical performance and show respect for the opinions of others.
- 6RE Describe the challenges of individual and group music performance using music vocabulary.
- 7RE Discuss audience behavior appropriate for the context and style of music performed.

## **MUSIC STANDARDS BY GRADE LEVEL SECOND GRADE**

### **A. PERCEIVING/KNOWING/CREATING (CE)**

- 1CE Identify patterns of same and different phrases in simple poems and songs.
- 2CE Identify rounds and canons.
- 3CE Listen to and identify music of various styles and cultures.
- 4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm syllables and solfege).
- 5CE Explore selected musical instruments visually and aurally.
- 6CE Attend live music performances with emphasis on instrument and voice identification.

### **B. PRODUCING (PR)**

- 1PR Demonstrate rounds and canons.
- 2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
- 3PR Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.
- 4PR Improvise and compose simple rhythmic and melodic phrases.
- 5PR Read, write and perform pentatonic (la-sol-mi-re-do) melodies on the treble staff using a system (e.g., solfege, numbers or letters).
- 6PR Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.

### **C. RESPONDING/REFLECTING (RE)**

- 1RE Explain how music is used for a variety of purposes and occasions.
- 2RE Discuss music of various composers, periods, cultures and/or contrasting styles.
- 3RE Discuss how music communicates feelings, moods, images and meaning.
- 4RE Interpret music through dance, drama and visual art.
- 5RE Respond to patterns of same and different phrases in simple poems and songs.
- 6RE Discuss similarities and differences among the arts including connections between music and other curricular subjects.

## **MUSIC STANDARDS BY GRADE LEVEL**

### **THIRD GRADE**

#### **A. PERCEIVING/KNOWING/CREATING (CE)**

- 1CE Visually and aurally, identify the four families of orchestral instruments.
- 3CE Listen to and identify the music of different composers and world cultures.
- 4CE Identify and respond to simple music forms (e.g., AB, ABA).
- 5CE Identify elements of music using developmentally appropriate vocabulary.

#### **B. PRODUCING (PR)**

- 1PR Sing a varied repertoire with accurate rhythm and pitch individually and with others.
- 2PR Follow and respond to the cues of a conductor.
- 3PR Use the head voice to produce a light, clear sound while maintaining appropriate posture.
- 4PR Play a variety of classroom instruments with proper technique.
- 5PR Sing, move and respond to music from world cultures and different composers.
- 6PR Improvise and compose simple rhythmic and melodic phrases.
- 7PR Read, write and perform using sixteenth, eighth, quarter and half notes and quarter rests in 2/4, 3/4 and 4/4 meter.
- 8PR Read, write and perform extended pentatonic (do'-la-sol-mi-re-do) melodies on the treble staff using a system (e.g., solfege, numbers or letters).
- 9PR Demonstrate appropriate audience etiquette at live performances.

#### **C. RESPONDING/REFLECTING (RE)**

- 2RE Notice and describe what they hear in selected pieces of music and compare their responses to those of others.
- 3RE Explain personal preferences for specific musical selections using music vocabulary.
- 5RE Analyze music in terms of how it communicates words, feelings, moods or images.
- 6RE Compare interpretations of the same piece of music.
- 7RE Create criteria and use it to critique their own performances and the performances of others.

## **MUSIC STANDARDS BY GRADE LEVEL**

### **FOURTH GRADE**

#### **A. PERCEIVING/KNOWING/CREATING (CE)**

- 1CE Classify instruments by the four families of the orchestra.
- 2CE Describe the way sound is produced by various instruments and the human voice
- 3CE Listen, identify and respond to music of different composers and world cultures.
- 5CE Identify and respond to basic music forms (e.g., AABA and rondo).
- 6CE Identify elements of music using developmentally appropriate vocabulary.
- 8CE Describe the use of technology and digital tools in music.

#### **B. PRODUCING (PR)**

- 1PR Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others.
- 2PR Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.
- 3PR Play a variety of classroom instruments with proper technique.
- 4PR Sing, move and respond to music from world cultures and different composers.
- 5PR Improvise and compose short compositions using a variety of classroom instruments and sound sources.
- 6PR Read, write and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter.
- 7PR Read, write and perform extended pentatonic melodies on the treble staff using a system (e.g., solfege, numbers or letters).
- 8PR Demonstrate appropriate audience etiquette at live performances.

#### **C. RESPONDING/REFLECTING (RE)**

- 1RE Explain how the elements and subject matter of music connect with disciplines outside the arts.
- 2RE Describe the connection between emotion and music in selected musical works.
- 3RE Explain classification of musical instruments, voices, composers and forms using appropriate music vocabulary.
- 5RE Interpret a selected musical work using dance, drama or visual art.
- 6RE Use constructive feedback to improve and refine musical performance and response.

## **MUSIC STANDARDS BY GRADE LEVEL FIFTH GRADE**

### **A. PERCEIVING/KNOWING/CREATING (CE)**

1CE Explore and identify musical instruments.

5CE Identify elements of music including dynamics, tempo and meter, using music vocabulary.

### **B. PRODUCING (PR)**

2PR Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breathe control.

5PR Read, write and perform using sixteenth through whole note values including syncopated rhythms and dotted-half notes in 2/4, 3/4 and 4/4 meter.

6PR Read, write and perform diatonic melodies and the major scale on the treble staff.

7PR Demonstrate appropriate audience etiquette at live performances.

### **C. RESPONDING/REFLECTING (RE)**

1RE Justify personal preferences for certain musical pieces, performances, composers and musical genres both orally and in writing.

2RE Discuss contributions of musical elements to aesthetic qualities in performances of self and others.

6RE Apply criteria for critiquing performances of live and recorded music.

**MUSIC STANDARDS BY GRADE LEVEL**  
**SIXTH GRADE**  
*General Music*

A. PERCEIVING/KNOWING/CREATING (CE)

2CE Identify instruments used in Western music ensembles.

B. PRODUCING (PR)

5PR Read and perform rhythm patterns and simple melodies in 2/4, 3/4, and 4/4 meter.

6PR Attend live performances and demonstrate appropriate audience etiquette.

C. RESPONDING/REFLECTING (RE)

2RE Reflect on a variety of live or recorded music performances.

3RE Communicate the importance of music in everyday life.

**MUSIC STANDARDS BY GRADE LEVEL**  
**SIXTH GRADE**  
*Performing Ensembles*  
*(Choir, Band, Orchestra)*

A. PERCEIVING/KNOWING/CREATING (CE)

- 1CE Describe distinguishing characteristics of music forms (e.g., verse-refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.
- 3CE Identify different functions and uses of music in American and other cultures.
- 5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.

B. PRODUCING (PR)

- 1PR Independently or collaboratively, perform with good posture and breathe control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.
- 4PR Respond appropriately to the cues of a conductor.
- 5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.
- 6PR Attend live performances and demonstrate appropriate audience etiquette.

C. RESPONDING/REFLECTING (RE)

- 1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.
- 2RE Reflect on a variety of live or recorded music performances.
- 3RE Communicate the importance of music in everyday life.
- 5RE Compare and contrast subject matter common to music and other subject areas.
- 6RE Explain and apply skills developed in music (e.g., critical thinking, collaboration) to other disciplines.

## MUSIC STANDARDS BY GRADE LEVEL

### SEVENTH GRADE

#### *Performing Ensembles (Choir, Band, Orchestra)*

##### A. PERCEIVING/KNOWING/CREATING (CE)

- 1CE Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.
- 2CE Identify the style and historical period of various music examples.
- 4CE Identify key signatures of major scales.
- 5CE Describe a varied repertoire of music with appropriate music vocabulary.

##### B. PRODUCING (PR)

- 1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.
- 2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.
- 4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.

##### C. RESPONDING/REFLECTING (RE)

- 1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.
- 2RE Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.
- 4RE Explain how and why people use and respond to music.

**MUSIC STANDARDS BY GRADE LEVEL**  
**EIGHTH GRADE**  
*Performing Ensembles*  
*(Choir, Band, Orchestra)*

A. PERCEIVING/KNOWING/CREATING (CE)

- 3CE Identify intervals and concert pitches in major and natural minor scales.
- 6CE Describe ways that technology and the media arts are used to create perform and listen to music.

B. PRODUCING (PR)

- 1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.
- 2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality.
- 4PR Demonstrate the common beat patterns used by conductors.
- 5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
- 6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).
- 7PR Demonstrate and use technology and media arts to create, perform, and research music.

C. RESPONDING/REFLECTING (RE)

- 1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.
- 2RE Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.
- 4RE Express how music performance and settings affect audience response.

## **MUSIC STANDARDS BY GRADE LEVEL GRADES 9-12 ELECTIVES**

- I. Grades 9-12 will consist of the following:
  - A. Performing Groups
    - a. Freshman Concert Band
    - b. Freshman Choir
    - c. Freshman Orchestra
    - d. Freshman Symphonic Winds
    - e. High School Chamber Winds
    - f. High School Concert Winds
    - g. High School Winds Ensemble
    - h. High School Chamber Orchestra
    - i. High School Concert Orchestra
    - j. Pure Elegance
    - k. Choraliers
    - l. Symphonic Choir
  - B. Jazz Ensembles
    - a. Freshman Jazz Ensemble
    - b. High School Jazz Ensemble
  - C. Music Appreciation
  - D. AP Music Theory
- II. These groups and courses will contain students at various levels of development:
  - HS I - Beginning
  - HS II - Developing
  - HS III - Intermediate
  - HS IV - Mastery
- III. Standards will be covered for students at the appropriate developmental level.

**MUSIC STANDARDS BY GRADE LEVEL**  
**GRADES 9-12 ELECTIVES**  
*Performing Groups HS I - Beginning*

A. PERCEIVING/KNOWING/CREATING (CE)

- 1CE Define vocabulary in all rehearsed and performed music.
- 2CE Identify musical terms and symbols for articulation and expression.
- 3CE Recognize and describe the elements of music.
- 8CE Explain the role of technology in researching, creating, performing and listening to music.

B. PRODUCING (PR)

- 1PR Perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles.
- 2PR Prepare and accurately perform a varied repertoire of ensemble music.
- 3PR Demonstrate sight-reading abilities at a beginning level of complexity at least to the level found in the literature chosen for performance.
- 4PR Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breathe control.
- 5PR Respond appropriately to the cues of the conductor or section leader.
- 7PR Incorporate technology and media arts in performing or recording music.

C. RESPONDING/REFLECTING (RE)

- 1RE Identify assessment practices that can help demonstrate their learning and progress made in music.
- 2RE Respond to aesthetic qualities of a performance using music terminology.
- 4RE Evaluate the use of the elements of music as relative to expression in a varied repertoire of music.

**MUSIC STANDARDS BY GRADE LEVEL**  
**GRADES 9-12 ELECTIVES**  
*Performing Groups HS II - Developing*

A. PERCEIVING/KNOWING/CREATING (CE)

- 1CE Interpret articulations, expressive symbols and terms while performing.
- 4CE Describe the elements of music and their functions.

B. PRODUCING (PR)

- 1PR Sing or play an increasingly varied repertoire of music representing diverse genres and cultures, alone and in ensembles.
- 2PR Prepare and accurately perform a varied repertoire of ensemble music.
- 3PR Demonstrate sight-reading abilities at a developing level of complexity equal to or above the level of complexity found in the literature chosen for performance.
- 4PR Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity and phrasing) while performing in a group.

C. RESPONDING/REFLECTING (RE)

- 1RE Apply assessment practices to demonstrate the learning and progress made in their development of music skill and music literacy.
- 2RE Describe how the use of elements of music affects the aesthetic impact of a music selection.
- 3RE Discuss how the purpose, meaning and value of music changes because of the impact of life experiences.
- 4RE Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production.
- 5RE Describe the use of elements of music as they relate to expression in a varied repertoire of music.
- 6RE Incorporate technology when possible in assessing music performances.

**MUSIC STANDARDS BY GRADE LEVEL**  
**GRADES 9-12 ELECTIVES**  
*Performing Groups HS III - Intermediate*

A. PERCEIVING/KNOWING/CREATING (CE)

- 1CE Interpret music symbols and terms expressively while performing a varied repertoire of music.
- 7CE Aurally and visually identify the tonality of a given work in relation to intervals and scales.

B. PRODUCING (PR)

- 1PR Sing or play, alone and/or in ensembles, demonstrating accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
- 2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability given the level of complexity found in the selected literature.
- 3PR Demonstrate sight-reading abilities at an intermediate level of complexity.
- 4PR Perform an appropriate part in an ensemble demonstrating well- developed ensemble skills.

C. RESPONDING/REFLECTING (RE)

- 1RE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.
- 2RE Discuss how people differ in their responses to the aesthetic qualities of performance including their personal responses.
- 3RE Assess how elements of music are used in a work to create images or evoke emotions.

**MUSIC STANDARDS BY GRADE LEVEL**  
**GRADES 9-12 ELECTIVES**  
*Performing Groups HS IV - Mastery*

A. PERCEIVING/KNOWING/CREATING (CE)

- 1CE Interpret music symbols and terms in light of historical and stylistic context.
- 5CE Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.
- 6CE Select personal music experiences that represent well-developed skills, abilities and accomplishments (e.g., developing a portfolio, preparing college audition and studio work). \*

B. PRODUCING (PR)

- 1PR Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
- 2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.
- 3PR Demonstrate sight-reading abilities at a mastery level of complexity.
- 4PR Perform a leading part in an ensemble demonstrating superior ensemble skills.
- 6PR Incorporate technology in promoting and distributing music.
- 7PR Sing or play a significant music composition, demonstrating an understanding of music styles and form.

C. RESPONDING/REFLECTING (RE)

- 1RE Apply assessment practices to select, organize, and present personal works to show their growth and development in music.
- 3RE Discuss how people differ in their response to musical experiences based upon culture, environment, values and personal experiences.
- 4RE Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.
- 5RE Develop and articulate a personal philosophy about the purpose and value of music.
- 6RE Evaluate potential musical career choices and develop a personal strategic career plan. \*

**\* Used as an option for students who show exceptional mastery, as needed.**

**MUSIC STANDARDS BY GRADE LEVEL**  
**GRADES 9-12 ELECTIVES**  
*Jazz Ensemble HS I - Beginning*

A. PERCEIVING/KNOWING/CREATING (CE)

- 2CE Identify musical terms and symbols for articulation and expression.
- 3CE Recognize and describe the elements of music.
- 7CE Identify aurally basic harmonic progressions in selected repertoire.
- 8CE Explain the role of technology in researching, creating, performing and listening to music.

B. PRODUCING (PR)

- 1PR Perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles.
- 2PR Prepare and accurately perform a varied repertoire of ensemble music.
- 3PR Demonstrate sight-reading abilities at a beginning level of complexity at least to the level found in the literature chosen for performance.
- 4PR Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breathe control.
- 5PR Respond appropriately to the cues of the conductor or section leader.
- 6PR Improvise over drones or simple chord progressions.

C. RESPONDING/REFLECTING (RE)

- 1RE Identify assessment practices that can help demonstrate their learning and progress made in music.
- 2RE Respond to aesthetic qualities of a performance using music terminology.
- 4RE Evaluate the use of the elements of music as relative to expression in a varied repertoire of music.

**MUSIC STANDARDS BY GRADE LEVEL**  
**GRADES 9-12 ELECTIVES**  
*Jazz Ensemble HS II - Developing*

A. PERCEIVING/KNOWING/CREATING (CE)

- 1CE Interpret articulations, expressive symbols and terms while performing.
- 4CE Describe the elements of music and their functions.

B. PRODUCING (PR)

- 1PR Sing or play an increasingly varied repertoire of music representing diverse genres and cultures, alone and in ensembles.
- 2PR Prepare and accurately perform a varied repertoire of ensemble music.
- 3PR Demonstrate sight-reading abilities at a developing level of complexity equal to or above the level of complexity found in the literature chosen for performance.
- 4PR Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity and phrasing) while performing in a group.
- 5PR Improvise over simple chord progressions provided by the instructor.

C. RESPONDING/REFLECTING (RE)

- 1RE Apply assessment practices to demonstrate the learning and progress made in their development of music skill and music literacy.
- 2RE Describe how the use of elements of music affects the aesthetic impact of a music selection.
- 3RE Discuss how the purpose, meaning and value of music changes because of the impact of life experiences.
- 4RE Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production.
- 5RE Describe the use of elements of music as they relate to expression in a varied repertoire of music.
- 6RE Incorporate technology when possible in assessing music performances.

**MUSIC STANDARDS BY GRADE LEVEL**  
**GRADES 9-12 ELECTIVES**

*Jazz Ensemble HS III - Intermediate*

A. PERCEIVING/KNOWING/CREATING (CE)

- 1CE Interpret music symbols and terms expressively while performing a varied repertoire of music.
- 7CE Aurally and visually identify the tonality of a given work in relation to intervals and scales.

B. PRODUCING (PR)

- 1PR Sing or play, alone and/or in ensembles, demonstrating accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
- 2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability given the level of complexity found in the selected literature.
- 3PR Demonstrate sight-reading abilities at an intermediate level of complexity.
- 4PR Perform an appropriate part in an ensemble demonstrating well- developed ensemble skills.
- 5PR Improvise over chord progressions and symbols provided by the instructor.

C. RESPONDING/REFLECTING (RE)

- 1RE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.
- 2RE Discuss how people differ in their responses to the aesthetic qualities of performance including their personal responses.
- 3RE Assess how elements of music are used in a work to create images or evoke emotions.

## MUSIC STANDARDS BY GRADE LEVEL GRADES 9-12 ELECTIVES

### *Jazz Ensemble HS IV - Mastery*

#### A. PERCEIVING/KNOWING/CREATING (CE)

- 1CE Interpret music symbols and terms in light of historical and stylistic context.
- 5CE Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.
- 6CE Select personal music experiences that represent well-developed skills, abilities and accomplishments (e.g., developing a portfolio, preparing college audition and studio work). \*

#### B. PRODUCING (PR)

- 1PR Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
- 2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.
- 3PR Demonstrate sight-reading abilities at a mastery level of complexity.
- 4PR Perform a leading part in an ensemble demonstrating superior ensemble skills.
- 5PR Improvise over chord progressions and symbols in a variety of styles (e.g. blues, jazz and world music).
- 6PR Incorporate technology in promoting and distributing music.
- 7PR Sing or play a significant music composition, demonstrating an understanding of music styles and form.

#### C. RESPONDING/REFLECTING (RE)

- 1RE Apply assessment practices to select, organize, and present personal works to show their growth and development in music.
- 3RE Discuss how people differ in their response to musical experiences based upon culture, environment, values and personal experiences.
- 4RE Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.
- 6RE Evaluate potential musical career choices and develop a personal strategic career plan. \*

**\* Used as an option for students who show exceptional mastery, as needed.**

**MUSIC STANDARDS BY GRADE LEVEL**  
**GRADES 9-12 ELECTIVES**  
*Music Appreciation HS I - Beginning*

A. PERCEIVING/KNOWING/CREATING (CE)

- 2CE Identify musical terms and symbols for articulation and expression.
- 3CE Recognize and describe the elements of music.
- 4CE Listen to and compare various musical styles from the United States, other cultures and historical periods.
- 5CE Identify musical forms used in vocal and instrumental genres from various historical periods.
- 8CE Explain the role of technology in researching, creating, performing and listening to music.

B. PRODUCING/PERFORMING (PR)

- 8PR Compose and notate a simple melody as well as a melodic variation using traditional or digital media.

C. RESPONDING/REFLECTING (RE)

- 1RE Identify assessment practices that can help demonstrate their learning and progress made in music.
- 2RE Respond to aesthetic qualities of a performance using music terminology.
- 5RE Describe the impact of music technology and innovation upon music careers.

**MUSIC STANDARDS BY GRADE LEVEL**  
**GRADES 9-12 ELECTIVES**  
*Music Appreciation HS II - Developing*

A. PERCEIVING/KNOWING/CREATING (CE)

- 2CE Identify and trace the development of music forms across historical periods.
- 3CE Listen to, analyze and describe various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.
- 4CE Describe the elements of music and their functions.
- 7CE Identify musical forms used in vocal and instrumental genres from world cultures.
- 8CE Describe how music reflects the social and political events of history and the role of the musician in history and culture.

B. PRODUCING/PERFORMING (PR)

- 4PR Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity and phrasing) while performing in a group.

C. RESPONDING/REFLECTING (RE)

- 1RE Apply assessment practices to demonstrate the learning and progress made in their development of music skill and music literacy.
- 2RE Describe how the use of elements of music affects the aesthetic impact of a music selection.
- 3RE Discuss how the purpose, meaning and value of music changes because of the impact of life experiences.

**MUSIC STANDARDS BY GRADE LEVEL**  
**GRADES 9-12 ELECTIVES**  
*Music Appreciation HS III - Intermediate*

A. PERCEIVING/KNOWING/CREATING (CE)

2CE Using appropriate musical terminology, critique various music styles from the United States other cultures and historical periods.

4CE Identify and trace the development of the elements of music across historical periods.

C. RESPONDING/REFLECTING (RE)

1RE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.

2RE Discuss how people differ in their responses to the aesthetic qualities of performance including their personal responses.

3RE Assess how elements of music are used in a work to create images or evoke emotions.

5RE Evaluate how musical forms are influenced by history.

6RE Compare and contrast a musical work with another work of art (e.g., dance, drama or visual art) from the same culture on the basis of cultural influences.

7RE Evaluate how musical forms and performance practices are influenced by culture and history.

**MUSIC STANDARDS BY GRADE LEVEL**  
**GRADES 9-12 ELECTIVES**  
*Music Appreciation HS IV - Mastery*

A. PERCEIVING/KNOWING/CREATING (CE)

- 1CE Interpret music symbols and terms in light of historical and stylistic context.
- 2CE Identify and trace the development of the elements of music across musical styles and world cultures.
- 7CE Recognize aesthetic characteristics common to all art forms.

C. RESPONDING/REFLECTING (RE)

- 1RE Apply assessment practices to select, organize, and present personal works to show their growth and development in music.
- 4RE Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.

# VISUAL ARTS SCOPE AND SEQUENCE

## **GRADES 1 and 2**

Students will, at the appropriate developmental level:

- Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.
- Explore a range of art concepts and artwork and construct meaning about the works.
- Connect making art with individual choice and understanding personal cultural identity.
- Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
- Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.

## **GRADES 3, 4 and 5**

Students will, at the appropriate developmental level:

- Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities.
- Identify and apply universal themes and process to communicate meanings, moods and visual effects in personal and collaborative artworks.
- Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.
- Express personal responses to artistic works giving reasons for their interpretations and preferences.
- Provide and use feedback to improve and refine their artworks.

## **GRADES 6, 7 and 8**

Students will, at the appropriate developmental level:

- Recognize that examining the artistic works of others leads to understanding about cultural traditions, history, politics and their world.
- Describe, interpret and evaluate artworks empathizing with and challenging the opinions of others.
- Select, manipulate and refine arts concepts and processes to produce artworks that visually communicate their experiences, ideas and viewpoints.
- Develop and use criteria for making judgments about artworks and visual imagery and use descriptive language when talking and writing about works of art.
- Connect the content of visual artworks to interdisciplinary concepts, issues and themes.

# VISUAL ARTS SCOPE AND SEQUENCE

## GRADES 9, 10, 11 and 12

Students will, at the appropriate developmental level:

- Understand and articulate the intrinsic worth and public value of arts and cultural participation.
- Draw on a variety of sources to generate, select, and evaluate ideas to create personally meaningful products.
- Address and communicate complex visual and conceptual ideas using a range of technical skill and art media, including new technologies.
- Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
- Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
- Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.
- Demonstrate flexibility and reflect habits when creating visual art forms in a variety of artistic contexts and environments.
- Develop respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.

## **VISUAL ARTS STANDARDS BY GRADE LEVEL**

### **FIRST GRADE**

#### **A. PERCEIVING/KNOWING (PE)**

- 1PE Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.
- 2PE Explore and describe how a selected art object was made.
- 3PE Examine one or more cultural and historical artworks and respond to the visual, expressive features in the work.
- 4PE Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.
- 5PE Identify and discuss what an artist does and find examples of works by artists in their schools and communities.
- 6PE Generate artmaking ideas from their daily experiences and the environment.

#### **B. PRODUCING/PERFORMING (PR)**

- 1PR Demonstrate beginning skill and craftsmanship in the use of art materials and tools.
- 2PR Invent imagery and symbols to express thoughts and feelings.
- 3PR Explore and use a range of subject matter to create original works of art.
- 4PR Create an artwork based on observation of familiar objects and scenes.
- 5PR Use selected art and design elements and principles to explore ideas, feelings and relationships.
- 6PR Engage in artmaking to produce a work that combines music, movement or dramatic play with visual art.

#### **C. RESPONDING/REFLECTING (RE)**

- 1RE Recognize and point out the strengths in their artworks and how the work could be improved.
- 2RE Revise works of art to a level of personal satisfaction.
- 3RE Share their artmaking processes with peers.
- 4RE Explain how personal interests and experiences are reflected in the subject matter of artworks.
- 5RE Discuss the meanings of visual symbols, images and icons observed in artworks.
- 6RE Select an art object and describe its personal, functional or decorative purpose.
- 7RE Describe how elements and principles communicate meaning in works of art.
- 8RE Express and share their own responses to works of art and consider the responses of others.

## **VISUAL ARTS STANDARDS BY GRADE LEVEL SECOND GRADE**

### **A. PERCEIVING/KNOWING (PE)**

- 1PE Notice and point out details and respond to expressive features in artworks. 2PE Distinguish the subject matter and artistic style of two or more visual artists.
- 3PE Compare the form, materials and techniques in selected works of art using descriptive language.
- 4PE Identify and compare the purposes for creating art objects from various cultures.
- 5PE Identify and describe cultural symbols, image and contexts of works of art.
- 6PE Identify and share the uses of visual art outside the classroom and provide examples.
- 7PE Generate artmaking ideas from their daily experiences and the environment.

### **B. PRODUCING/PERFORMING (PR)**

- 1PR Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.
- 2PR Envision what cannot be observed directly and depict it visually.
- 3PR Create artworks based on imagination and observation of familiar objects and scenes.
- 4PR Demonstrate flexibility in their creative processes and use of art materials.
- 5PR Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).
- 6PR Use visual art materials to express an idea that reflects their own social or cultural identity.

### **C. RESPONDING/REFLECTING (RE)**

- 1RE Use basic self-assessment strategies to improve their artworks.
- 2RE Understand the difference between assessing the quality of an artwork and their personal preference for the work.
- 3RE Relate the subject matter and ideas in their own artworks to those in the works of others.
- 4RE Share their personal interpretations of the meanings conveyed in various works of art.
- 5RE Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.
- 6RE Identify and articulate important historical and cultural contributions of selected visual artists.
- 7RE Recognize and discuss that people have various opinions about art and value art for different reasons.

## **VISUAL ARTS STANDARDS BY GRADE LEVEL THIRD GRADE**

### **A. PERCEIVING/KNOWING (PE)**

- 1PE Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras.
- 2PE Identify the relationships between and among selected elements and principles of art and design.
- 3PE Use historical and cultural artworks to answer questions about daily life.
- 4PE Recognize selected artists who contributed to the cultural heritages of the people of the United States.
- 5PE Provide examples of how we encounter art and artists in everyday life.
- 6PE Recognize and identify choices that give meaning to a personal work of art.

### **B. PRODUCING/PERFORMING (PE)**

- 1PR Demonstrate skill and expression in the use of art techniques and processes.
- 2PR Use appropriate visual art vocabulary during artmaking processes.
- 3PR Find and solve problems of personal relevance and interest when developing artmaking ideas.
- 4PR Create artworks that demonstrate awareness of two- and three-dimensional space.
- 5PR Show increasing attention to the nuances of elements and principles of design when creating personal works of art.
- 6PR Collaborate with others to create a work of art that addresses an interdisciplinary theme.

### **C. RESPONDING/REFLECTING (RE)**

- 1RE Examine and describe how art and design principles are used by artists to create visual effects.
- 2RE Select an object and explain reasons why they think it is a work of art.
- 3RE Compare and contrast their opinions of a work of art with those of their peers.
- 4RE Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.
- 5RE Use feedback and self-assessment to improve the quality of personal artworks.

## **VISUAL ARTS STANDARDS BY GRADE LEVEL FOURTH GRADE**

### **A. PERCEIVING/KNOWING (PE)**

- 1PE Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines.
- 2PE Notice and describe different visual effects resulting from artmaking techniques.
- 3PE Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods.
- 4PE Identify and describe how artists from various cultural and ethnic groups have impacted Ohio's history.
- 5PE Link ideas in and design of works of art to the emotions and moods expressed in them.
- 6PE Identify and name the sources for artmaking ideas (e.g., self, environment and other people).

### **B. PRODUCING/PERFORMING (PR)**

- 1PR Identify, select and vary art materials, tools and processes to achieve desired results in their artwork.
- 2PR Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.
- 3PR Generate ideas and employ a variety of strategies to solve visual problems.
- 4PR Demonstrate motivation, independence and persistence during studio practices to complete artworks.
- 5PR Combine the elements and principles of art and design to create visually effective compositions in original works of art.
- 6PR Demonstrate technical skill through the integration of common processes and topics from other subject areas.

### **C. RESPONDING/REFLECTING (RE)**

- 1RE Identify qualities that contribute to the design and meaning of their artworks and the works of others.
- 2RE Develop and share their ideas, beliefs and values about art.
- 3RE Recognize and describe the relationship of artworks to their social and cultural contexts.
- 4RE Generate criteria for discussing and assessing works of art.
- 5RE Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.
- 6RE Give and use constructive feedback to produce artworks that achieve learning goals.

## **VISUAL ARTS STANDARDS BY GRADE LEVEL FIFTH GRADE**

### **A. RESPONDING/REFLECTING (RE)**

- 1PE Understand that the context of an art object has an effect on how that object is perceived.
- 2PE Identify and communicate how historical and cultural contexts influence ideas that inform artists.
- 3PE Investigate the role of cultural objects in our everyday environment.
- 4PE Compare and contrast how form and style are influenced by social, environmental and political views in artworks.
- 5PE Focus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works.
- 6PE Select and access contemporary digital tools media arts to investigate ideas and inform artmaking.

### **B. PRODUCING/PERFORMING (PE)**

- 1PR Integrate observational and technical skills to strengthen artmaking.
- 2PR Use digital tools to explore ideas, create and refine works of art during the artmaking process.
- 3PR Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue.
- 4PR Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.
- 5PR During collaborative artmaking experiences, demonstrate respect and support for peer ideas and creativity.

### **C. RESPONDING/REFLECTING (RE)**

- 1RE Apply reasoning skills to analyze and interpret the meaning in artworks.
- 2RE Describe how personal experiences can influence artistic preferences.
- 3RE Explain the reasons and value of documenting and preserving works of art and art objects in some cultures.
- 4RE Communicate how personal artistic decisions are influenced by social, environmental and political views.
- 5RE Express what was learned and the challenges that remain when assessing their artworks.
- 6RE Use criteria to assess works of art individually and collaboratively.

## VISUAL ARTS STANDARDS BY GRADE LEVEL

### SIXTH GRADE

#### A. PERCEIVING/KNOWING (PE)

- 1PE Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning.
- 2PE Discover and articulate how the media forms of the day use art and images to communicate messages and meaning.
- 3PE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.
- 4PE Connect selected ideas, concepts and processes used in visual art with those used in other academic disciplines.
- 5PE Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.

#### B. PRODUCING/PERFORMING (PR)

- 1PR Demonstrate technical skill and craftsmanship in the use of materials, tools and technology to solve an artistic problem.
- 2PR Experiment with a variety of techniques and working methods when creating an original work of art.
- 3PR Generate ideas and engage in thoughtful planning when solving a visual art problem.
- 4PR Transform perceptions and processes into two- and three-dimensional artworks.
- 5PR Engage in visual problems of personal or social relevance showing focus and persistence to complete the task.
- 6PR Integrate elements of art and design to solve interdisciplinary problem.

#### C. RESPONDING/REFLECTING (RE)

- 1RE Explain what makes an object a work of art using a range of criteria.
- 2RE Describe content, meaning and design in various works of art using accurate, descriptive language and art-specific vocabulary.
- 3RE Explore and discuss how aspects of culture influence ritual and social artwork.
- 4RE Defend artistic decisions using appropriate visual art vocabulary.
- 5RE Assess personal progress to improve craftsmanship and refine and complete works of art.
- 6RE Develop and use criteria for self-assessment and to select and organize artworks for a portfolio.

## **VISUAL ARTS STANDARDS BY GRADE LEVEL SEVENTH GRADE**

### **A. PERCEIVING/KNOWING (PE)**

- 1PE Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter.
- 2PE Identify professions that use artistic skills and problem-solving.
- 3PE Identify sources of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices.
- 4PE Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.
- 5PE Examine designed objects and identify the processes and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning.
- 6PE Connect various art forms to their social, cultural or political purposes and include regional examples.

### **B. PRODUCING/PERFORMING (PR)**

- 1PR Improve craftsmanship and refine ideas in response to feedback.
- 2PR Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.
- 3PR Represent depth and volume in their two-dimensional works of art.
- 4PR Apply art and design principles in the construction of three-dimensional artworks.
- 5PR Create a work of art in collaboration with others to address a social or cultural issue.
- 6PR Demonstrate understanding of visual literacy, illustration and graphic communication.

### **C. RESPONDING/REFLECTING (RE)**

- 1RE Speculate about an artist's intentions and message in a work using relevant references to the work.
- 2RE Compare and contrast diverse viewpoints about works of art.
- 3RE Interpret selected artworks and synthesize their interpretations with the interpretations of others.
- 4RE Classify and categorize examples of artworks from various eras and cultures.
- 5RE Describe how experiences in galleries, museums and other cultural institutions can stimulate the imagination and enrich people's lives.
- 6RE Develop and use criteria to guide reflection and assessment of selected personal artworks.
- 7RE Assess one's own work and working process and the work of others in relation to criteria and standards.

## **VISUAL ARTS STANDARDS BY GRADE LEVEL EIGHTH GRADE**

### **A. PERCEIVING/KNOWING (PE)**

- 1PE Identify how an artist's choice of media relates to the ideas and images in the work.
- 2PE Develop awareness and articulate various functions of art.
- 3PE Connect science and technology with the development of art in various cultures.
- 4PE Understand how social, cultural and political factors affect what contemporary artists and designers create.
- 5PE Discover how culture, age, gender and background influence audience perception of art.
- 6PE Identify professions that use artistic and problem-solving skills.

### **B. PRODUCING/PERFORMING (PR)**

- 1PR Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art.
- 2PR Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two and three-dimensional artworks.
- 3PR Use critical thinking and visual literacy to communicate a specific idea.
- 4PR Present personal artworks that show competence in the use of art elements to create meanings and effects.
- 5PR Collaborate to create a thematic work that combines visual art with other arts disciplines.

### **C. RESPONDING/REFLECTING (RE)**

- 1RE Examine various qualities in artworks to understand how an artist's choice of media relates to the images and ideas in the work.
- 2RE Explain and defend their artistic decisions using visual art vocabulary.
- 3RE Identify examples of visual culture and discuss how visual art is used to shape individual and social behavior.
- 4RE Recognize how public discussion can affect beliefs about the nature and value of art.
- 5RE Identify professions that use art and design, and explore the relationship between art, technology and industry.
- 6RE Develop and apply criteria to assess personal works for content and craftsmanship.

**VISUAL ARTS STANDARDS BY GRADE LEVEL**  
**GRADES 9-12 ELECTIVES**  
*Introduction to Art*

A. PERCEIVING/KNOWING (PE)

- 1PE Examine and articulate the effects of context on visual imagery.
- 2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.
- 3PE Identify the relationship between community or cultural values and trends in visual art.
- 4PE Identify the factors that influence the work of individual artists.
- 5PE Describe the role of technology as a visual art medium.
- 6PE Describe the decisions made in the design of everyday objects.

B. PRODUCING/PERFORMING (PR)

- 1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
- 2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
- 3PR Explore multiple solutions to visual art problems through preparatory work.
- 4PR Establish the appropriate levels of craftsmanship when completing artworks.
- 5PR Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.
- 6PR Identify and apply visual literacy as a means to create images that are personally expressive.

C. RESPONDING/REFLECTING (RE)

- 1RE Explore various methods of art criticism in responding to artworks.
- 2RE Identify assessment practices to manage, monitor, and document their learning.
- 3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.
- 4RE Investigate the role of innovative technologies in the creation and composition of new media imagery.
- 5RE Identify and explain one or more theories of aesthetics and visual culture.
- 6RE Identify various venues for viewing works of art.
- 7RE Recognize and articulate the importance of lifelong involvement and advocacy in the arts.

**VISUAL ARTS STANDARDS BY GRADE LEVEL**  
**GRADES 9-12 ELECTIVES**  
*Cartoon and Narrative Drawing*

A. PERCEIVING/KNOWING (PE)

- 1PE Examine and articulate the effects of context on visual imagery.
- 2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.
- 3PE Identify the relationship between community or cultural values and trends in visual art.
- 4PE Identify the factors that influence the work of individual artists.
- 5PE Describe the role of technology as a visual art medium.
- 6PE Describe the decisions made in the design of everyday objects.

B. PRODUCING/PERFORMING (PR)

- 1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
- 2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
- 3PR Explore multiple solutions to visual art problems through preparatory work.
- 4PR Establish the appropriate levels of craftsmanship when completing artworks.
- 5PR Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.
- 6PR Identify and apply visual literacy as a means to create images that are personally expressive.

C. RESPONDING/REFLECTING (RE)

- 1RE Explore various methods of art criticism in responding to artworks.
- 2RE Identify assessment practices to manage, monitor and document their learning.
- 3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.
- 4RE Investigate the role of innovative technologies in the creation and composition of new media imagery.
- 5RE Identify and explain one or more theories of aesthetics and visual culture.
- 6RE Identify various venues for viewing works of art.
- 7RE Recognize and articulate the importance of lifelong involvement and advocacy in the arts.

## **VISUAL ARTS STANDARDS BY GRADE LEVEL GRADES 9-12 ELECTIVES**

### *Photography, Painting, Ceramics, Drawing and Sculpture*

#### **A. PERCEIVING/KNOWING (PE)**

- 1PE.B Examine and articulate the effects of context on visual imagery.
- 1PE.I Examine the context details of visual imagery and explain the social and cultural influences on the images.
- 2PE.B Identify and describe the sources artists use for visual reference and to generate ideas for artworks.
- 2PE.I Describe sources visual artists use to generate ideas for artworks.
- 3PE.B Describe sources visual artists use to generate ideas for artworks.
- 3PE.I Explore the relationship between community or cultural values and trends in visual art.
- 4PE.B Identify the factors that influence the work of individual artists.
- 4PE.I Analyze the work of individual artists and explain how they are influenced by cultural factors.
- 5PE.B Describe the role of technology as a visual art medium.
- 5PE.I Explore the application of technology to the production of visual artworks.
- 6PE.B Describe the decisions made in the design of everyday objects.
- 6PE.I Connect processes and decisions made in the design of everyday objects, environments, and communications.

#### **B. PRODUCING/PERFORMING (PR)**

- 1PR.B Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
- 1PR.I Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.
- 2PR.B Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
- 2PR.I Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.
- 3PR.B Explore multiple solutions to visual art problems through preparatory work.
- 3PR.I Generate a variety of solutions to visual arts problems through preparatory work.
- 4PR.B Establish the appropriate levels of craftsmanship when completing artworks.
- 4PR.I Establish and apply appropriate levels of craftsmanship to complete artworks.
- 5PR.B Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.
- 5PR.I Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork.

## **VISUAL ARTS STANDARDS BY GRADE LEVEL GRADES 9-12 ELECTIVES**

### *Photography, Painting, Ceramics, Drawing and Sculpture*

- 6PR.B Identify and apply visual literacy as a means to create images that are personally expressive.
- 6PR.I Incorporate visual literacy as a means to create images that advance individual expression and communication.

#### **C. RESPONDING/REFLECTING (RE)**

- 1RE.B Explore various methods of art criticism in responding to artworks.
- 1RE.I Apply methods of art criticism when discussing selected works of art.
- 2RE.B Identify assessment practices to manage, monitor, and document their learning.
- 2RE.I Apply assessment practices to revise and improve their artworks and to document their learning.
- 3RE.B Use appropriate vocabulary to define and describe techniques and materials used to create works of art.
- 3RE.I Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.
- 4RE.B Investigate the role of innovative technologies in the creation and composition of new media imagery.
- 4RE.I Explain the role of innovative technologies in the creation and composition of new media imagery.
- 5RE.B Identify and explain one or more theories of aesthetics and visual culture.
- 5RE.I Compare and contrast various theories of aesthetics and visual culture.
- 6RE.B Identify various venues for viewing works of art.
- 6RE.I Identify the challenges various venues present to the creation of works of art.
- 7RE.B Recognize and articulate the importance of lifelong involvement and advocacy in the arts.
- 7RE.I Explore and discuss opportunities for lifelong involvement and advocacy in the arts.

**VISUAL ARTS STANDARDS BY GRADE LEVEL**  
**GRADES 9-12 ELECTIVES**  
*Yearbook*

A. PERCEIVING/KNOWING (PE)

- 3PE.I Explore the relationship between community or cultural values and trends in visual art.
- 5PE.I Explore the application of technology to the production of visual artworks.

B. PRODUCING/PERFORMING (PR)

- 1PR.I Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination
- 2PR.I Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.
- 3PR.I Generate a variety of solutions to visual arts problems through preparatory work.
- 4PR.I Establish and apply appropriate levels of craftsmanship to complete artworks.
- 5PR.I Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork.
- 6PR.I Incorporate visual literacy as a means to create images that advance individual expression and communication.

C. RESPONDING/REFLECTING (RE)

- 1RE.I Apply methods of art criticism when discussing selected works of art.
- 2RE.I Apply assessment practices to revise and improve their artworks and to document their learning.
- 3RE.I Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.
- 4RE.I Explain the role of innovative technologies in the creation and composition of new media imagery.
- 5RE.I Compare and contrast various theories of aesthetics and visual culture.
- 6RE.I Identify the challenges various venues present to the creation of works of art.
- 7RE.I Explore and discuss opportunities for lifelong involvement and advocacy in the arts.

**VISUAL ARTS STANDARDS BY GRADE LEVEL**  
**GRADES 9-12 ELECTIVES**  
*Advanced Placement Art*

A. PERCEIVING/KNOWING (PE)

- 1PE.I Examine the context details of visual imagery and explain the social and cultural influences on the images.
- 1PE.A Analyze interdisciplinary connections that influence social and cultural contexts of visual imagery.
- 1PE.AD Interpret social and cultural contexts to develop personal meaning in visual imagery.
- 2PE.I Describe sources visual artists use to generate ideas for artworks.
- 2PE.A Analyze and explain the factors that influence artworks.
- 2PE.AD Interpret and evaluate the way a theme or meaning in an artwork expresses the social, political or cultural context.
- 3PE.A Compare and contrast the styles in artworks by artists of different cultures and historical trends.
- 3PE.AD Compare and contrast universal themes and sociopolitical issues in artworks from different cultures and historical periods.
- 4PE. I Analyze the work of individual artists and explain how they are influenced by cultural factors.
- 4PE.A Explain how individual artists impact cultural developments.
- 4PE.AD Demonstrate the ability to form and defend judgments regarding the relationships between artists and culture.
- 5PE.A Investigate the influence of technology on visual art and its effects on their own works.
- 5PE.AD Envision and explain how technology can impact visual art and literacy.
- 6PE.I Connect processes and decisions made in the design of everyday objects, environments, and communications.
- 6PE.A Identify, examine, and understand the aesthetic, stylistic and functional considerations of designing objects, environments and communications.
- 6PE.AD Apply self-direction, independence and a purposed approach when defining and solving a visual design problem.

B. PRODUCING/PERFORMING (PR)

- 1PR.I Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.
- 1PR.A Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination
- 1PR.AD Demonstrate advanced technical skills and craftsmanship with various art media when creating images from observation, memory and imagination.

**VISUAL ARTS STANDARDS BY GRADE LEVEL**  
**GRADES 9-12 ELECTIVES**  
*Advanced Placement Art*

- 2PR.A Make informed choices in the selection of materials and techniques that relate to solving a visual problem.
- 2PR.AD Use criteria to revise works-in-progress and describe changes made and what was learned in the process.
- 3PR.I Generate a variety of solutions to visual arts problems through preparatory work.
- 3PR.A Solve visual art problems that demonstrate skill, imagination and observation.
- 3PR.AD Contribute to a portfolio of works that demonstrates technical skill, a range of media and various original solutions to visual art problems.
- 4PR.I Establish and apply appropriate levels of craftsmanship to complete artworks.
- 4PR.A Prepare artworks for display that demonstrate high levels of craftsmanship.
- 4PR.AD Select, organize and prepare artworks for exhibition.
- 5PR.I Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork.
- 5PR.A Explore and expand on personal art applications through the use of available digital tools, innovative technologies and media arts.
- 5PR.AD Create original artworks that demonstrate the ability to select, use and vary available digital tools and innovative technologies.
- 6PR.I Incorporate visual literacy as a means to create images that advance individual expression and communication.
- 6PR.A Expand visual literacy as a means to create images that advance individual expression and communication.
- 6PR.AD Visually express complex concepts and meaning in their artworks.

**C. RESPONDING/REFLECTING (RE)**

- 1RE.A Apply art criticism methods and inquiry skills to interpret visual images produced by new media and media arts.
- 1RE.AD Apply art criticism methods and inquiry skills as viewer, critic and consumer of visual images produced by new media and media arts.
- 2RE.I Apply assessment practices to revise and improve their artworks and to document their learning.
- 2RE.A Practice self-assessment to understand their progress and prioritize steps for improvement.
- 2RE.AD Apply assessment practices to select, organize, and present personal artworks that document their understanding of visual art and literacy concepts.
- 3RE.I Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.

**VISUAL ARTS STANDARDS BY GRADE LEVEL**  
**GRADES 9-12 ELECTIVES**  
*Advanced Placement Art*

- 3RE.A Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.
- 3RE.AD Apply inquiry and analytic processes when viewing, judging and consuming visual content and images produced by new media and media arts.
- 4RE.I Explain the role of innovative technologies in the creation and composition of new media imagery.
- 4RE.A Respond to critical questions about the meaning and influence of new media imagery in our culture.
- 4RE.AD Analyze and explain the relationship between the content and ideas in artworks and the use of media and compositional elements.
- 5RE.I Compare and contrast various theories of aesthetics and visual culture.
- 5RE.A Develop and support a personal philosophy of art based on aesthetic theories and understanding of visual culture.
- 5RE.AD Defend personal philosophies of art based on a connection to aesthetic theories and visual culture.
- 6RE.I Identify the challenges various venues present to the creation of works of art.
- 6RE.A Explain how a response to a work of art is affected by the context in which it is viewed.
- 6RE.AD Engage in discourse and express a point of view about issues related to the public display of works of art.
- 7RE.I Explore and discuss opportunities for lifelong involvement and advocacy in the arts.
- 7RE.A Investigate and plan strategies for lifelong involvement and advocacy in the arts.
- 7RE.AD Form and demonstrate personal strategies for lifelong involvement and advocacy in the arts.