

PK-12 Stage One: Guiding Document

Content: *Visual Arts/Music/Theatre*

PK-12 Long-term Transfer Goal(s):

Long-term aims of the PK-12 program: An overall end result of a student's education in Madison.

Students will be able to independently use their learning to:

- Create works of art to personally engage in the artistic process and/or communicate meaning
- Develop and refine techniques and skills through purposeful practice and application to become more fluent
- Make appropriate choices as a responsible, respectful participant within a communal artistic experience
- Capture the feeling or emotional response which an artistic piece elicits
- Engage in critique to inform next steps or deepen examination of an artistic work Examine a topic or genre to better understand a piece of art or artist in relation to time and place

Transfer Goals	Standards	Understandings <i>Measurable insights, generalizations</i>	Essential Questions <i>Student-friendly</i>
<p>Create works of art to personally engage in the creative process and/or communicate meaning</p>	<ul style="list-style-type: none"> Visual Arts: 1, 2, 10 Music: 1, 2, 10 Theater: 1, 2, 10 	<p>Artists' creative choices are influenced by their expertise, context, and expressive intent.</p>	<ul style="list-style-type: none"> What inspires me? Where do I get my ideas from? How do I use what I visualize/imagine and make it come to life? How much freedom do I have to be creative and also work within established criteria? What does quality look/feel/sound like? How do I fine tune my work for and with an audience? What am I learning or have I learned from creating this work of art?
<p>Develop and refine techniques and skills through purposeful practice and application to become more fluent</p>	<ul style="list-style-type: none"> Visual Arts: 2, 3, 5 Music: 3, 5 Theater: 3, 5 	<p>Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.</p>	<ul style="list-style-type: none"> What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?

Transfer Goals	Standards	Understandings <i>Measurable insights, generalizations</i>	Essential Questions <i>Student-friendly</i>
Select and justify artistic works for a given purpose (e.g., demonstrate growth over time, connect to a theme/topic/style, personal meaning)	<ul style="list-style-type: none"> Visual Arts: 4 Music: 4 Theater: 4 	<p>Artists select a repertoire/body of work to demonstrate current range and depth of expertise for a given purpose and audience.</p> <p>The context an artist provides as their work is being seen/viewed can have an impact on the audience.</p>	<ul style="list-style-type: none"> Based on the purpose, how do I decide what to share? What is important for me to communicate? When should the work stand on its own?
Capture the feeling or emotional response which an artistic work elicits	<ul style="list-style-type: none"> Visual Arts: 6, 7, 10 Music: 6, 7, 8 Theater: 6, 7, 8, 10 	<p>Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.</p> <p>Music/Theater: The way an audience responds to a performance in real time impacts the artist(s) and the performance.</p>	<ul style="list-style-type: none"> How do I show mood or feeling in this work of art? How did the audience/viewers respond? Did what I was trying to express work? How is what I'm/we're doing in real time impact the audience? What changes might we need to make (if any) to keep or create the feeling/emotional response?

Transfer Goals	Standards	Understandings <i>Measurable insights, generalizations</i>	Essential Questions <i>Student-friendly</i>
Engage in critique to inform next steps or deepen examination of an artistic work	<ul style="list-style-type: none"> Visual Arts: 3, 5, 7, 8, 9, 10 Music: 3, 5, 7, 9, 10 Theater: 3, 5, 7, 8, 9, 10 	Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.	<ul style="list-style-type: none"> K-3: What does quality look/feel/sound like? 4-12: What are the established conventions of the art form/genre/style? What is the impact of those conventions on the piece? How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next? What am I learning by engaging in critique?
Examine a topic or genre to better understand a work of art and/or artist in relation to time and place	<ul style="list-style-type: none"> Visual Arts: 6, 7, 9, 10, 11 Music: 6, 7, 10, 11 Theater: 6, 7, 8, 9, 10, 11 	Interpretation of a work of art can be enriched by understanding context of the topic and perspective of the artist.	<ul style="list-style-type: none"> What am I seeing/feeling in this piece? What inferences can I make? How does knowing more about the artist change or deepen my understanding? How does knowing more about the topic change or deepen my understanding?