



# 2020 New Jersey Student Learning Standards – Visual and Performing Arts

## Introduction

### Visual and Performing Arts

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for post-secondary success.

The New Jersey Student Learning Standards – Visual and Performing Arts are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

### Mission

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

### Vision

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum.

## Spirit and Intent

The NJSLS-VPA reflect the [National Core Arts Standards](#) and emphasize the process-oriented nature of the arts and arts learning by:

- Defining artistic literacy<sup>1</sup> through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning;
- Placing artistic processes and anchor standards at the forefront of the work;
- Identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and
- Specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.

The development of artistic literacy is dependent on creating an environment in which students are encouraged to independently and collaboratively imagine, investigate, construct, and reflect. Philosophically speaking, the arts serve to communicate ideas, as an opportunity for creative personal realization, to connect and reflect culture and history, and as a means to well-being and a mechanism for problem solving universal, global issues including climate change.

Within the broad lifetime goal of preparing artistically literate individuals, learning experiences that engage students with a variety of artistic media, symbols, and metaphors for the purpose of creating and performing in ways that express and communicate their own ideas are essential. Additionally, to become artistically literate, students need opportunities to respond to the arts through analyzing and interpreting the artistic communications of others. (More examples that illustrate the philosophical foundations and lifelong goals that are the underpinnings of the NJSLS-VPA can be found in the Supplemental Materials section.)

## New to This Version of the NJSLS-VPA

The inclusion of media arts as one of the five arts disciplines is new to this version. Media arts is a unique medium of artistic expression that can amplify and integrate the four traditional art forms. The media artist utilizes a fundamental understanding of the mediums of analog and digital media to integrate digital technologies with traditional forms of artistic expression. The study of media arts can foster new modes and processes of creative thinking within in the realms of the digital and virtual worlds that are evermore present in students' lives. In fact, many students are already creating media art on their own and will benefit from support systems within their schools that mirror their life experiences. Because many young people hold a fascination with new media, incorporating media arts study into the school day can potentially enhance the connection between in-school and out-of-school learning and act as motivation for active learning.

Also new to this version of the NJSLS-VPA is the specialized approach to music education. To account for various opportunities that students have to engage in music instruction, the NJSLS-VPA include standards for five subdisciplines of music: General Music (grades K–8), Guitar, Keyboard, and Harmonizing Instruments, Traditional and Emerging Ensembles, Composition and Theory, and Music

<sup>1</sup> The knowledge and understanding required to participate authentically in the arts. An artistically literate person is able to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

Technology. At the middle and high school level, students are required to demonstrate proficiency in only *one* of the preceding subdisciplines.

It is important to note that students' experiences and course offerings may vary from district to district and that musical literacy and fluency requires compound, scaffolded skills. Accordingly, the music standards are competency-based to allow for multiple points of entry. The *novice* and *intermediate* performance expectations for *Traditional and Emerging Ensembles*, and *Guitar, Keyboard and Harmonizing Instruments* are generally applicable to elementary and middle school students. The *proficient*, *accomplished*, and *advanced* level performance expectations are generally ascribed to varying degrees of achievement by students in high school. However, a spectrum of increasingly sophisticated achievement level may be attainable throughout the K–12 continuum.

### **Descriptors for Middle School Proficiency Levels in Music**

At the middle school level (grades 5–8), students may be building on their K–5 experiences or trying a new music specialization based on their interests and course offerings. As a result, the Traditional and Emerging Ensemble and Guitar, Keyboard and Harmonizing Instrument standards describe two levels of attainment: *novice* and *intermediate*.

#### **Novice**

Students at the *novice* level have started specialization in an instrument of their choice. They are beginning to develop the basic artistic understanding of the technique and expressive skills that are necessary to advance their skill level. Novice level students should participate in performance opportunities suitable to their skill level. Their curiosity in music begins their journey toward personal realization and well-being.

#### **Intermediate**

Students at the *intermediate* level are continuing study in their chosen instrument. Their development continues in artistic understanding and technical and expressive skills enabling the student to begin to independently and collaboratively create, perform, and respond at their given skill level. Intermediate level students should participate in performance opportunities that correspond to their skill level. Through continued study of music, they continue their journey toward personal realization and well-being.

### **Descriptors for High School Proficiency Levels**

At the high school level (grades 9–12), all students are required to complete five credits in Visual and Performing Arts as part of the course requirements to receive a high school diploma (N.J.A.C. 6A:8-5.1). Because students' experiences and course offerings at the middle and high school levels may vary, the new grade 9–12 standards are described in three levels of proficiency. The three levels—*proficient*, *accomplished*, and *advanced*—are flexible enough to accommodate varying degrees of achievement by students during high school, including those who build on their K–8 foundation by pursuing deeper engagement in one arts discipline, as well as those who explore a wide range of artistic pursuits and experiences at the high school level.

Proficient	Accomplished	Advanced
<p>Students at the <i>proficient</i> level have developed the foundational technical and expressive skills and understandings in an art form necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the art form to be an important form of personal realization and well-being, and make connections between the art form, history, culture and other learning.</p>	<p>Students at the <i>accomplished</i> level are, with minimal assistance, able to identify or solve arts problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts performances, products, or presentations that demonstrate technical proficiency and personal communication and expression. They use the art form for personal realization and well-being and have the necessary skills for and interest in participation in arts activity beyond the school environment.</p>	<p>Students at the <i>advanced</i> level independently identify challenging arts problems based on their interests or for specific purposes and bring creativity and insight to finding artistic solutions. They are facile in using at least one art form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college level work. As arts learners, they exploit their personal strengths and apply strategies to overcome personal challenges. They are capable of taking a leadership role in arts activity within and beyond the school environment.</p>
<p>A level of achievement attainable by most students who complete a high school level course in the arts (or equivalent) beyond the foundation of quality K–8 instruction.</p>	<p>A level of achievement attainable by most students who complete a rigorous sequence of high-school level courses (or equivalent) beyond the <i>proficient</i> level.</p>	<p>A level and scope of achievement that significantly exceeds the <i>accomplished</i> level. Achievement at this level is indisputably rigorous and substantially expands students’ knowledge, skills, and understandings beyond the expectations articulated for accomplished achievement.</p>

### Standards in Action: Climate Change

By its very nature, art has the power to inform or draw attention to a specific topic. It is always *about* something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change.

For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can

contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

## Designing a Sequential, Standards-Based Program of Study in the Arts

The NJSLS-VPA were created to ensure that all students are able to communicate with basic literacy in each of the five arts disciplines by the end of grade 5 by using the vocabulary, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner. Beginning in grade 6, student learning in the arts is driven by specialization, with students choosing one of the five arts disciplines based on interest, aptitudes, and career aspirations. By the end of grade 8, students are expected to communicate with competency in their self-selected arts discipline. By the end of grade 12, students are expected to communicate with proficiency in one or more arts disciplines of their choice. By graduation from high school, all students shall, in at least one area of specialization, be able to:

1. Respond to works of art with insight and depth of understanding, calling upon informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
2. Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives, pointing to their impact on contemporary modes of expression.
3. Perform/present/produce in a self-selected arts discipline with consistency, artistic nuance, and technical ability, defining and solving artistic problems with insight, reason, and technical proficiency.
4. Relate various types of arts knowledge and skills within and across arts disciplines, by mixing and matching competencies and understandings in artmaking, history, culture, and analysis in any arts-related project.

## NJSLS-VPA Structure

The NJSLS-VPA are comprised of *artistic processes*, *anchor standards*, *practices*, and *performance expectations*. The artistic processes: *creating*, *performing/presenting/producing*, *responding*, and *connecting*, are the foundation for developing artistic literacy and fluency in the arts. These processes are the cognitive and physical actions by which arts learning and making are realized across the five arts disciplines.

Eleven *anchor standards* describe the general knowledge and skills that students are to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and serve as the tangible educational expression of artistic literacy. As illustrated below, each of the anchor standards is derived from one of the four artistic processes.

**Artistic Process: Creating**

Anchor Standard 1	Conceptualizing and generating ideas.
Anchor Standard 2	Organizing and developing ideas.
Anchor Standard 3	Refining and completing products.

**Artistic Process: Performing/Presenting/Producing**

Anchor Standard 4	Developing and refining techniques and models or steps needed to create products.
Anchor Standard 5	Selecting, analyzing and interpreting work.
Anchor Standard 6	Conveying meaning through art.

**Artistic Process: Responding**

Anchor Standard 7	Perceiving and analyzing products.
Anchor Standard 8	Applying criteria to evaluate products.
Anchor Standard 9	Interpreting intent and meaning.

**Artistic Process: Connecting**

Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products.
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

*Essential questions* and *enduring understandings* in each of the five arts disciplines were used to create the performance indicators that describe what students should be able to do by the end of grade 2, grade 5, grade 8, and grade 12. As illustrated in the example below, the performance indicators translate the anchor standards into specific, measurable learning goals.

**Artistic Process: Creating**

Anchor Standard 1 Conceptualizing and generating ideas.	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
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The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. The practices are indicated in the chart below. (Note: there are subtle differences in the practices that reflect the nuances of each of the respective arts disciplines.)

### Practices

Dance	Music	Theatre	Visual Art	Media Arts
<b>Creating:</b> <ul style="list-style-type: none"> <li>● Explore</li> <li>● Plan</li> <li>● Revise</li> </ul>	<b>Creating:</b> <ul style="list-style-type: none"> <li>● Imagine</li> <li>● Plan, Make</li> <li>● Evaluate, Refine</li> </ul>	<b>Creating:</b> <ul style="list-style-type: none"> <li>● Imagine, Envision</li> <li>● Plan, Construct</li> <li>● Evaluate, Clarify, Realize</li> </ul>	<b>Creating:</b> <ul style="list-style-type: none"> <li>● Explore</li> <li>● Investigate</li> <li>● Reflect, Refine, Continue</li> </ul>	<b>Creating:</b> <ul style="list-style-type: none"> <li>● Conceive</li> <li>● Develop</li> <li>● Construct</li> </ul>
<b>Performing:</b> <ul style="list-style-type: none"> <li>● Embody, Execute</li> <li>● Express</li> <li>● Present</li> </ul>	<b>Performing:</b> <ul style="list-style-type: none"> <li>● Rehearse, Evaluate, Refine</li> <li>● Select, Analyze, Interpret</li> <li>● Present</li> </ul>	<b>Performing:</b> <ul style="list-style-type: none"> <li>● Establish, Analyze</li> <li>● Choose, Rehearse</li> <li>● Share</li> </ul>	<b>Performing:</b> <ul style="list-style-type: none"> <li>● Select</li> <li>● Analyze</li> <li>● Share</li> </ul>	<b>Performing:</b> <ul style="list-style-type: none"> <li>● Integrate</li> <li>● Practice</li> <li>● Present</li> </ul>
<b>Responding:</b> <ul style="list-style-type: none"> <li>● Analyze</li> <li>● Critique</li> <li>● Interpret</li> </ul>	<b>Responding:</b> <ul style="list-style-type: none"> <li>● Select, Analyze</li> <li>● Evaluate</li> <li>● Interpret</li> </ul>	<b>Responding:</b> <ul style="list-style-type: none"> <li>● Examine, Discern</li> <li>● Critique</li> <li>● Interpret</li> </ul>	<b>Responding:</b> <ul style="list-style-type: none"> <li>● Perceive</li> <li>● Analyze</li> <li>● Interpret</li> </ul>	<b>Responding:</b> <ul style="list-style-type: none"> <li>● Perceive</li> <li>● Evaluate</li> <li>● Interpret</li> </ul>
<b>Connecting:</b> <ul style="list-style-type: none"> <li>● Synthesize</li> <li>● Relate</li> </ul>	<b>Connecting:</b> <ul style="list-style-type: none"> <li>● Interconnect</li> </ul>	<b>Connecting:</b> <ul style="list-style-type: none"> <li>● Incorporate</li> <li>● Affect, Expand</li> </ul>	<b>Connecting:</b> <ul style="list-style-type: none"> <li>● Synthesize</li> <li>● Relate</li> </ul>	<b>Connecting:</b> <ul style="list-style-type: none"> <li>● Synthesize</li> <li>● Relate</li> </ul>

## Coding of Performance Expectations

Every performance expectation is labeled with a specific alphanumeric code. The code summarizes important information. As illustrated below, the first number in the code indicates the specific arts discipline:

- Standard 1.1 Dance
- Standard 1.2 Media Arts
- Standard 1.3A General Music
- Standard 1.3B Music Composition and Theory
- Standard 1.3C Music Ensembles
- Standard 1.3D Music Harmonizing Instruments
- Standard 1.3E Music Technology
- Standard 1.4 Theatre
- Standard 1.5 Visual

The next number reflects the upper grade of the grade band (by the end of grade 2, 5, 8, or 12). The capital letter(s) are an abbreviation of the artistic process (e.g., CR for Creating). The next number reflects the anchor standard number (e.g., 1) and the lowercase letter indicates the specific performance expectation (e.g., a).

<b>1.1.2.Cr1a</b>				
<b>1.1</b>	<b>2</b>	<b>Cr</b>	<b>1</b>	<b>a</b>
Standard number	By the end of grade	Artistic Process	Anchor Standard	Performance Expectation

As described previously, the music standards and the high school standards in all disciplines are proficiency based and do not have a number to indicate a grade band. Instead an abbreviation for the proficiency level is included in the alphanumeric code as follows:

- Novice (nov)
- Intermediate (int)
- Proficient (prof)
- Accomplished (acc)
- Advanced (adv)

<b>1.3B.prof.Cr1a</b>				
<b>1.3B</b>	<b>prof</b>	<b>Cr</b>	<b>1</b>	<b>a</b>
Standard number	Proficiency Level	Artistic Process	Anchor Standard	Performance Expectation



## **New Jersey Statutes and Administrative Code Summary**

### **Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections**

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

### **Twenty-first century themes and skills integrated into all content standards areas ([N.J.A.C. 6A:8-1.1\(a\)3](#)).**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

### **Amistad Law: [N.J.S.A. 18A 52:16A-88](#)**

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

### **Holocaust Law: [N.J.S.A. 18A:35-28](#)**

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

### **LGBT and Disabilities Law: [N.J.S.A. 18A:35-4.35](#)**

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards ([N.J.S.A.18A:35-4.36](#)) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

## Supporting Materials

The purpose of this section is to provide additional support materials to better understand the expectations of the New Jersey Student Learning Standards – Visual and Performing Arts (NJSLS-VPA). The Supplemental Materials section includes information for art educators, supervisors, curriculum writers, parents, higher education faculty, community members, and others who are interested in learning more about the foundations of the National Core Arts Standards for the purpose of developing curricula that support a rigorous, high-quality, sequential standards-based arts program.

## Philosophical Foundation and Lifelong Goals

The conceptual framework that guided the creation of the National Core Arts Standards was designed to illuminate artistic literacy by expressing the overarching common values of the arts and expectations for learning in arts education across the five disciplines.

### The Arts as Communication

<b>Philosophical Foundation</b>	<b>Lifelong Goals</b>
In today's multimedia society, the arts are omnipresent, and provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

### The Arts as Creative Personal Realization

<b>Philosophical Foundation</b>	<b>Lifelong Goals</b>
Participation in the arts as creators, performers/presenters/producers and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

## The Arts as Culture, History, and Connectors

Philosophical Foundation	Lifelong Goals
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals but approaches them through distinct approaches and techniques. Understanding works of art provides insights into an individual’s own culture and society, as well as those of others, while also providing opportunities to access, express and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand works of art from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres. They also seek to understand relationships among the arts and cultivate habits of searching for and identifying patterns and relationships between the arts and other content.

## The Arts as a Means to Well-Being

Philosophical Foundation	Lifelong Goals
Participation in the arts as creators, performers/presenters/producers and audience members (responders) enhances mental, physical and emotional well-being.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

## The Arts as Community Engagement

Philosophical Foundation	Lifelong Goals
The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare and share artwork that bring communities together.	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

## The Role of Enduring Understandings and Essential Questions

The NJSLS-VPA have been written using enduring understandings and essential questions to help both educators and students organize the information, skills, and experiences within the artistic processes. The notion of enduring understandings and essential questions come from the work of Grant Wiggins and Jay McTighe and their educational framework, *Understanding by Design*®.

Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area. Essential questions are the drivers of deep inquiry. They are iterative in nature, and do not demand a single right answer. The enduring

understandings and essential questions in the NJSLS-VPA are the same for all grade-band clusters. Student responses to the enduring understandings and essential questions are anticipated to be increasingly sophisticated and nuanced over the course of their school careers and beyond.

Reflecting differences in traditions and instructional practices among the arts, the specific enduring understandings and essential questions addressed by their standards also vary somewhat. For example, one enduring understanding in the music standards for the artistic process of Creating is “The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.” This understanding is suggested, in slightly different language, within other arts disciplines as well. An enduring understanding in the visual arts standards for the artistic process of Responding is “People gain insights into meanings of artworks by engaging in the process of art criticism.” An enduring understanding for theatre in the artistic process of Performing is “Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.” This understanding is evident in every other discipline. The same sort of fundamental ideas and core processes appear in the enduring understandings of dance, and media arts as well. For dance, in the artistic process of Connecting: “As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.” In media arts, for Producing: “Media artists integrate various forms and contents to develop complex, unified artworks.”

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## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.1 Dance Standards by the End of Grade 2

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

**Essential Question:** Where do choreographers get ideas for dances?

**Practice:** Explore

#### Performance Expectations:

- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

**Essential Question:** What influences choice-making in creating choreography?

**Practice:** Plan

#### Performance Expectations:

- 1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.
- 1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.

#### Anchor Standard 3: Refining and completing products.

**Enduring Understanding:** Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

**Essential Question:** How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?

**Practice:** Revise

**Performance Expectations:**

- 1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
- 1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

**Performing****Anchor Standard 4: Selecting, analyzing, and interpreting work.**

**Enduring Understanding:** Space, time and energy are basic elements of dance.

**Essential Question:** How do dancers work with space, time and energy to communicate artistic expression?

**Practice:** Express

**Performance Expectations:**

- 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction ( e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
- 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
- 1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.

**Essential Question:** How is the body used as an instrument for technical and artistic expression?

**Practices:** Embody, Execute

**Performance Expectations:**

- 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
- 1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
- 1.1.2.Pr5c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.



- 1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.
- 1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).

### **Anchor Standard 6: Conveying meaning through art.**

**Enduring Understandings:** Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

**Essential Questions:** What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

**Practice:** Present

#### **Performance Expectations:**

- 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.
- 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
- 1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers.
- 1.1.2.Pr6d: Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.

## **Responding**

### **Anchor Standard 7: Perceiving and analyzing products.**

**Enduring Understanding:** Dance is perceived and analyzed to comprehend its meaning.

**Essential Question:** How is a dance understood?

**Practice:** Analyze

#### **Performance Expectations:**

- 1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.
- 1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture.

## Anchor Standard 8: Interpreting intent and meaning.

**Enduring Understanding:** Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

**Essential Question:** How is dance interpreted?

**Practice:** Interpret

### Performance Expectations:

1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.

## Anchor Standard 9: Applying criteria to evaluate products.

**Enduring Understanding:** Criteria for evaluating dance vary across genres, styles and cultures.

**Essential Question:** What criteria are used to evaluate dance?

**Practice:** Critique

### Performance Expectations:

1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.

## Connecting

## Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

**Enduring Understanding:** As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.

**Essential Question:** How does dance deepen our understanding of ourselves, other knowledge and events around us?

**Practice:** Synthesize

### Performance Expectations:

- 1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.
- 1.1.2.Cn10b: Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.

## Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

**Enduring Understanding:** Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

**Essential Questions:** How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

**Practice:** Relate

**Performance Expectations:**

1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.1 Dance Standards by the End of Grade 5

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

**Essential Question:** Where do choreographers get ideas for dances?

**Practice:** Explore

#### Performance Expectations:

- 1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.
- 1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.

**Essential Question:** What influences choice-making in creating choreography?

**Practice:** Plan

#### Performance Expectations:

- 1.1.5.Cr2a: Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.
- 1.1.5.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

#### Anchor Standard 3: Refining and completing products.

**Enduring Understanding:** Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

**Essential Question:** How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?

**Practice:** Revise

**Performance Expectations:**

- 1.1.5.Cr3a: Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.
- 1.1.5.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

**Performing****Anchor Standard 4: Selecting, analyzing, and interpreting work.**

**Enduring Understanding:** Space, time and energy are basic elements of dance.

**Essential Question:** How do dancers work with space, time and energy to communicate artistic expression?

**Practice:** Express

**Performance Expectations:**

- 1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).
- 1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.
- 1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.)

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.

**Essential Question:** How is the body used as an instrument for technical and artistic expression?

**Practices:** Embody, Execute

**Performance Expectations:**

- 1.1.5.Pr5a: Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
- 1.1.5.Pr5b: Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.

- 1.1.5.Pr5c: Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders.
- 1.1.5.Pr5d: Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core).
- 1.1.5.Pr5e: Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.

### **Anchor Standard 6: Conveying meaning through art.**

**Enduring Understandings:** Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression.

**Essential Questions:** What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

**Practice:** Present

#### **Performance Expectations:**

- 1.1.5.Pr6a: Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.
- 1.1.5.Pr6b: Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.
- 1.1.5.Pr6c: Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).
- 1.1.5.Pr6d: Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances.

## Responding

### **Anchor Standard 7: Perceiving and analyzing products.**

**Enduring Understanding:** Dance is perceived and analyzed to comprehend its meaning.

**Essential Question:** How is a dance understood?

**Practice:** Analyze

#### **Performance Expectations:**

- 1.1.5.Re7a: Describe recurring patterns of movement and their relationships to the meaning of the dance.
- 1.1.5.Re7b: Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.

## Anchor Standard 8: Interpreting intent and meaning.

**Enduring Understanding:** Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

**Essential Question:** How is dance interpreted?

**Practice:** Interpret

### Performance Expectations:

1.1.5.Re8a: Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.

## Anchor Standard 9: Applying criteria to evaluate products.

**Enduring Understanding:** Criteria for evaluating dance vary across genres, styles, and cultures.

**Essential Question:** What criteria are used to evaluate dance?

**Practice:** Critique

### Performance Expectations:

1.1.5.Re9a: Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.

## Connecting

## Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

**Enduring Understanding:** As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

**Essential Question:** How does dance deepen our understanding of ourselves, other knowledge, and events around us?

**Practice:** Synthesize

### Performance Expectations:

- 1.1.5.Cn10a: Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.
- 1.1.5.Cn10b: Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

**Enduring Understanding:** Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

**Essential Questions:** How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

**Practice:** Relate

**Performance Expectations:**

1.1.5.Cn11a: Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.



## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.1 Dance Standards by the End of Grade 8

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

**Essential Question:** Where do choreographers get ideas for dances?

**Practice:** Explore

#### Performance Expectations:

- 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.
- 1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.

**Essential Question:** What influences choice-making in creating choreography?

**Practice:** Plan

#### Performance Expectations:

- 1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.
- 1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, socio-political, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.

#### Anchor Standard 3: Refining and completing products.

**Enduring Understanding:** Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

**Essential Question:** How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

**Practice:** Revise

**Performance Expectations:**

- 1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, self-reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.
- 1.1.8.Cr3b: Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.

**Performing**

**Anchor Standard 4: Selecting, analyzing, and interpreting work.**

**Enduring Understanding:** Space, time and energy are basic elements of dance.

**Essential Question:** How do dancers work with space, time and energy to communicate artistic expression?

**Practice:** Express

**Performance Expectations:**

- 1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.
- 1.1.8.Pr4b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.
- 1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.

**Essential Question:** How is the body used as an instrument for technical and artistic expression?

**Practices:** Embody, Execute

**Performance Expectations:**

- 1.1.8.Pr5a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.
- 1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.
- 1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and non-vertical alignment. Maintain organization of the body while moving through space.
- 1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).
- 1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

**Anchor Standard 6: Conveying meaning through art.**

**Enduring Understandings:** Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression.

**Essential Questions:** What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

**Practice:** Present

**Performance Expectations:**

- 1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.
- 1.1.8.Pr6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations.
- 1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.
- 1.1.8.Pr6d: Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.

## Responding

### Anchor Standard 7: Perceiving and analyzing products.

**Enduring Understanding:** Dance is perceived and analyzed to comprehend its meaning.

**Essential Question:** How is a dance understood?

**Practice:** Analyze

#### Performance Expectations:

- 1.1.8.Re7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.
- 1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

### Anchor Standard 8: Interpreting intent and meaning.

**Enduring Understanding:** Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

**Essential Question:** How is dance interpreted?

**Practice:** Interpret

#### Performance Expectations:

- 1.1.8.Re8a: Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.

### Anchor Standard 9: Applying criteria to evaluate products.

**Enduring Understanding:** Criteria for evaluating dance vary across genres, styles and cultures.

**Essential Question:** What criteria are used to evaluate dance?

**Practice:** Critique

#### Performance Expectations:

- 1.1.8.Re9a: Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

## Connecting

### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.

**Essential Question:** How does dance deepen our understanding of ourselves, other knowledge and events around us?

**Practice:** Synthesize

#### **Performance Expectations:**

- 1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
- 1.1.8.Cn10b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.

### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

**Enduring Understanding:** Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

**Essential Questions:** How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

**Practice:** Relate

#### **Performance Expectations:**

- 1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.



## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.1 Dance Standards by the End of Grade 12

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

**Essential Question:** Where do choreographers get ideas for dances?

**Practice:** Explore

#### Performance Expectations:

Proficient

- 1.1.12prof.Cr1a: Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
- 1.1.12prof.Cr1b: Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.

Accomplished

- 1.1.12acc.Cr1a: Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
- 1.1.12acc.Cr1b: Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.

Advanced

- 1.1.12adv.Cr1a: Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice and communicate artistic intent.
- 1.1.12adv.Cr1b: Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.

## Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.

**Essential Question:** What influences choice-making in creating choreography?

**Practice:** Plan

### Performance Expectations:

Proficient

- 1.1.12prof.Cr2a: Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.
- 1.1.12prof.Cr2b: Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

Accomplished

- 1.1.12acc.Cr2a: Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
- 1.1.12acc.Cr2b: Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.

Advanced

- 1.1.12adv.Cr2a: Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent.
- 1.1.12adv.Cr2b: Develop artistic statements that reflect personal aesthetics of self-generated dance studies.

## Anchor Standard 3: Refining and completing products.

**Enduring Understanding:** Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

**Essential Question:** How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?

**Practice:** Revise

## Performance Expectations:

### Proficient

- 1.1.12prof.Cr3a: Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.
- 1.1.12prof.Cr3b: Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).

### Accomplished

- 1.1.12acc.Cr3a: Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.
- 1.1.12acc.Cr3b: Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies).

### Advanced

- 1.1.12adv.Cr3a: Refine the artistic intent of a dance by manipulating choreographic devices, dance structure, and artistic criteria (e.g., production elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document choices made in the revision process and justify how the refinements support artistic intent.
- 1.1.12adv.Cr3b: Create a portfolio of original dances using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product.

## Performing

### Anchor Standard 4: Selecting, analyzing, and interpreting work.

**Enduring Understanding:** Space, time and energy are basic elements of dance.

**Essential Question:** How do dancers work with space, time and energy to communicate artistic expression?

**Practice:** Express

## Performance Expectations:

### Proficient

- 1.1.12prof.Pr4a: Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.
- 1.1.12prof.Pr4b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.



- 1.1.12prof.Pr4c: Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).

#### Accomplished

- 1.1.12acc.Pr4a: Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.
- 1.1.12acc.Pr4b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
- 1.1.12acc.Pr4c: Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.

#### Advanced

- 1.1.12adv.Pr4a: Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.
- 1.1.12adv.Pr4b: Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal, polyrhythmic). Work with and against the rhythm of accompaniment or sound environments.
- 1.1.12adv.Pr4c: Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.

### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres and traditions.

**Essential Question:** How is the body used as an instrument for technical and artistic expression?

**Practices:** Embody, Execute

#### **Performance Expectations:**

##### Proficient

- 1.1.12prof.Pr5a: Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer.
- 1.1.12prof.Pr5b: Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.
- 1.1.12prof.Pr5c: Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.

- 1.1.12prof.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).
- 1.1.12prof.Pr5e: Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

#### Accomplished

- 1.1.12acc.Pr5a: Research healthful strategies essential for dancers and modify personal practice based on findings.
- 1.1.12acc.Pr5b: Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.
- 1.1.12acc.Pr5c: Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps.
- 1.1.12acc.Pr5d: Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance.
- 1.1.12acc.Pr5e: Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.

#### Advanced

- 1.1.12adv.Pr5a: Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life.
- 1.1.12adv.Pr5b: Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements.
- 1.1.12adv.Pr5c: Adjust oppositional pulls/tensions of the body while moving through vertical, off-center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body.
- 1.1.12adv.Pr5d: Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance.
- 1.1.12adv.Pr5e: Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres.

## Anchor Standard 6: Conveying meaning through art.

**Enduring Understandings:** Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression.

**Essential Questions:** What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

**Practice:** Present

### Performance Expectations:

Proficient

- 1.1.12prof.Pr6a: Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.
- 1.1.12prof.Pr6b: Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.
- 1.1.12prof.Pr6c: Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.
- 1.1.812prof.Pr6d: Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.

Accomplished

- 1.1.12acc.Pr6a: Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.
- 1.1.12acc.Pr6b: Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.
- 1.1.12acc.Pr6c: Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.
- 1.1.812acc.Pr6d: Select and organize, alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.

Advanced

- 1.1.12adv.Pr6a: Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind.
- 1.1.12adv.Pr6b: Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions oriented to achieve performance excellence.
- 1.1.12adv.Pr6c: Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal and performance. Develop a professional portfolio (e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a performance.
- 1.1.12adv.Pr6d: Design and organize the technical and production elements to collaboratively produce and fulfill the artistic intent of dance works in a variety of performance venues.

## Responding

### Anchor Standard 7: Perceiving and analyzing products.

**Enduring Understanding:** Dance is perceived and analyzed to comprehend its meaning.

**Essential Question:** How is a dance understood?

**Practice:** Analyze

#### Performance Expectations:

Proficient

- 1.1.12prof.Re7a: Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
- 1.1.12prof.Re7b: Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.

Accomplished

- 1.1.12acc.Re7a: Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance.
- 1.1.12acc.Re7b: Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.

Advanced

- 1.1.12adv.Re7a: Use genre-specific dance terminology to analyze dance works from a variety of dance genres, reflecting on recurring patterns of movement and their relationships in well-structured and meaningful choreography.
- 1.1.12adv.Re7b: Explain how dance communicates aesthetic and cultural values in a variety of genres, styles and/or cultural movement practices. Use genre-specific dance terminology.

### **Anchor Standard 8: Interpreting intent and meaning.**

**Enduring Understanding:** Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

**Essential Question:** How is dance interpreted?

**Practice:** Interpret

#### **Performance Expectations:**

Proficient

1.1.12prof.Re8a: Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques.

Accomplished

1.1.12acc.Re8a: Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a variety of genres, styles or cultural movement practices using genre specific terminology.

Advanced

1.1.12adv.Re8a: Analyze and interpret how the elements of dance, execution of dance movements and context contribute to artistic expression across different genres, styles or cultural movement practices. Use genre specific dance terminology.

### **Anchor Standard 9: Applying criteria to evaluate products.**

**Enduring Understanding:** Criteria for evaluating dance vary across genres, styles and cultures.

**Essential Question:** What criteria are used to evaluate dance?

**Practice:** Critique

#### **Performance Expectations:**

Proficient

1.1.12prof.Re9a: Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

Accomplished

1.1.12acc.Re9a: Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

Advanced

1.1.12adv.Re9a: Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to formulate artistic expression.

## Connecting

### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.

**Essential Question:** How does dance deepen our understanding of ourselves, other knowledge, and events around us?

**Practice:** Synthesize

#### **Performance Expectations:**

Proficient

- 1.1.12prof.Cn10a: Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
- 1.1.12prof.Cn10b: Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.

Accomplished

- 1.1.12acc.Cn10a: Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.
- 1.1.12acc.Cn10b: Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.

## Advanced

- 1.1.12adv.Cn10a: Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.
- 1.1.12adv.Cn10b: Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming.

## **Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

**Enduring Understanding:** Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

**Essential Questions:** How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

**Practice:** Relate

### **Performance Expectations:**

#### Proficient

1.1.12prof.Cn11a: Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate.

#### Accomplished

1.1.12acc.Cn11a: Analyze how the role of dance in a global society has influenced various cultures, societies and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate.

#### Advanced

1.1.12adv.Cn11a: Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes, and perspectives. Evaluate how dance movement, characteristics, techniques, and artist criteria relate to the ideas and perspectives of the people from whom the dances originate.



## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

**Essential Questions:** How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

**Practice:** Conceive

#### Performance Expectations:

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Cr1c: Explore form ideas for media art production with support.
- 1.2.2.Cr1d: Connect and apply ideas for media art production.
- 1.2.2.Cr1e: Choose ideas to create plans for media art production.

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.

**Essential Questions:** How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?

**Practice:** Develop

#### Performance Expectations:

- 1.2.2.Cr2a: Explore form ideas for media art production with support.
- 1.2.2.Cr2b: Connect and apply ideas for media art production.
- 1.2.2.Cr2c: Choose ideas to create plans for media art production.



### Anchor Standard 3: Refining and completing products.

**Enduring Understanding:** The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.

**Essential Questions:** How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?

**Practice:** Construct

#### Performance Expectations:

- 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)
- 1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.

## Producing

### Anchor Standard 4: Selecting, analyzing, and interpreting work.

**Enduring Understanding:** Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.

**Essential Questions:** How are complex media arts experiences constructed? At what point is a work considered "complete"?

**Practice:** Practice

#### Performance Expectations:

- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

### Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems.

**Essential Questions:** How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

**Practice:** Integrate

#### Performance Expectations:

- 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
- 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.

- 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.

### **Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Media artists present, share and distribute media artworks through various social, cultural and political contexts.

**Essential Questions:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing or distributing media artworks?

**Practice:** Present

#### **Performance Expectations:**

1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

## **Responding**

### **Anchor Standard 7: Perceiving and analyzing products.**

**Enduring Understandings:** Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.

**Essential Questions:** How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

**Practice:** Perceive

#### **Performance Expectations:**

- 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

### **Anchor Standard 8: Interpreting intent and meaning.**

**Enduring Understandings:** Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.

**Essential Questions:** How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?

**Practice:** Interpret

**Performance Expectations:**

1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

**Anchor Standard 9: Applying criteria to evaluate products.**

**Enduring Understanding:** Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.

**Essential Questions:** How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?

**Practice:** Evaluate

**Performance Expectations:**

1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

**Connecting****Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.

**Essential Questions:** How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?

**Practice:** Synthesize

**Performance Expectations:**

- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
- 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances a media artist's work.

**Essential Questions:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

**Practice:** Relate

**Performance Expectations:**

- 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
- 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.



## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

**Essential Questions:** How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

**Practice:** Conceive

#### Performance Expectations:

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.
- 1.2.5.Cr1e: Model ideas and plans in an effective direction.
- 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.

**Essential Questions:** How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?

**Practice:** Develop

#### Performance Expectations:

- 1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.
- 1.2.5.Cr2b: Model ideas, plan in an effective direction.
- 1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.

### **Anchor Standard 3: Refining and completing products.**

**Enduring Understanding:** The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.

**Essential Questions:** How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?

**Practice:** Construct

#### **Performance Expectations:**

- 1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.

## **Producing**

### **Anchor Standard 4: Selecting, analyzing and interpreting work.**

**Enduring Understanding:** Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.

**Essential Questions:** How are complex media arts experiences constructed? At what point is a work considered "complete"?

**Performance Expectations:** Practice

- 1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.
- 1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.
- 1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.

### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems.

**Essential Questions:** How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

**Practice:** Integrate

**Performance Expectations:**

- 1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.
- 1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.
- 1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.

**Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Media artists present, share and distribute media artworks through various social, cultural and political contexts.

**Essential Questions:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing or distributing media artworks?

**Practice:** Present

**Performance Expectations:**

- 1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.
- 1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.

**Responding****Anchor Standard 7: Perceiving and analyzing products.**

**Enduring Understandings:** An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.

**Essential Questions:** How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

**Practice:** Perceive

**Performance Expectations:**

- 1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.
- 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

## **Anchor Standard 8: Interpreting intent and meaning.**

**Enduring Understandings:** Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.

**Essential Questions:** How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?

**Practice:** Interpret

### **Performance Expectations:**

1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

## **Anchor Standard 9: Applying criteria to evaluate products.**

**Enduring Understanding:** Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.

**Essential Questions:** How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?

**Practice:** Evaluate

### **Performance Expectations:**

1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

## **Connecting**

## **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** Through creating media artworks, people make meaning by investigating and developing an awareness of culture and experiences.

**Essential Questions:** How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?

**Practice:** Synthesize



**Performance Expectations:**

- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.
- 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances a media artist's work.

**Essential Questions:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

**Practice:** Relate

**Performance Expectations:**

- 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).
- 1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.



## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 8

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

**Essential Questions:** How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

**Practice:** Conceive

#### Performance Expectations:

- 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
- 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning.

**Essential Questions:** How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?

**Practice:** Develop

#### Performance Expectations:

- 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.
- 1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

#### Anchor Standard 3: Refining and completing products.

**Enduring Understanding:** The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.

**Essential Questions:** How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?

**Practice:** Construct

**Performance Expectations:**

- 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.
- 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.

## Producing

### Anchor Standard 4: Selecting, analyzing and interpreting work.

**Enduring Understanding:** Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.

**Essential Questions:** How are complex media arts experiences constructed? At what point is a work considered "complete"?

**Practice:** Practice

**Performance Expectations:**

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

### Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems.

**Essential Questions:** How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

**Practice:** Integrate

**Performance Expectations:**

- 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.
- 1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.

- 1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

### **Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Media artists present, share and distribute media artworks through various social, cultural and political contexts.

**Essential Questions:** How do time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing or distributing media artworks?

**Practice:** Present

#### **Performance Expectations:**

- 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
- 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

## Responding

### **Anchor Standard 7: Perceiving and analyzing products.**

**Enduring Understandings:** An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.

**Essential Questions:** How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

**Practice:** Perceive

#### **Performance Expectations:**

- 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
- 1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

### **Anchor Standard 8: Interpreting intent and meaning.**

**Enduring Understandings:** Interpretation and appreciation of an artwork and its media require consideration of form, context, and personal experience. Analysis of media artworks provides clues to their expressive intent.

**Essential Questions:** How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?

**Practice:** Interpret

**Performance Expectations:**

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

**Anchor Standard 9: Applying criteria to evaluate products.**

**Enduring Understanding:** Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.

**Essential Questions:** How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?

**Practice:** Evaluate

**Performance Expectations:**

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

**Connecting****Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** Through creating media artworks, people make meaning by investigating and developing an awareness of culture and experiences.

**Essential Questions:** How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?

**Practice:** Synthesize

**Performance Expectations:**

- 1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.
- 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances a media artist's work.

**Essential Questions:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

**Practice:** Relate

**Performance Expectations:** Relate

- 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).
- 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

**Essential Questions:** How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

**Practice:** Conceive

#### Performance Expectations

Proficient

- 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
- 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.
- 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

Accomplished

- 1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.
- 1.2.12acc.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.12acc.Cr1c: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
- 1.2.12acc.Cr1d: Apply aesthetic criteria in developing and refining media arts artwork.

Advanced

- 1.2.12adv.Cr1a: Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.
- 1.2.12adv.Cr1b: Fluently integrate a sophisticated personal aesthetic for media arts productions.
- 1.2.12adv.Cr1c: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.

## Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.

**Essential Questions:** How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?

**Practice:** Develop

### Performance Expectations:

Proficient

- 1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions.
- 1.2.12prof.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.
- 1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

Accomplished

- 1.2.12acc.Cr2a: Organize and design artistic ideas for media arts productions.
- 1.2.12acc.Cr2b: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
- 1.2.12acc.Cr2c: Apply aesthetic criteria in developing and refining media arts artwork.

Advanced

- 1.2.12adv.Cr2a: Fluently integrate a sophisticated personal aesthetic for media arts productions.
- 1.2.12adv.Cr2b: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.

## Anchor Standard 3: Refining and completing products.

**Enduring Understanding:** The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.

**Essential Questions:** How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?

**Practice:** Construct

### Performance Expectations:

Proficient

- 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
- 1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.



Accomplished

- 1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.
- 1.2.12acc.Cr3b: Demonstrate an understanding of media art principles through a selection of tools and production processes.
- 1.2.12acc.Cr3c: Refine and elaborate aesthetic elements and technical components. Intentionally form impactful expressions in media artworks for specific purposes, intentions, continuity, juxtaposition, audiences and contexts.

Advanced

- 1.2.12adv.Cr3a: Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.
- 1.2.12adv.Cr3b: Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.

## Producing

### Anchor Standard 4: Selecting, analyzing, and interpreting work.

**Enduring Understanding:** Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.

**Essential Questions:** How are complex media arts experiences constructed? At what point is a work considered "complete"?

**Practice:** Practice

#### Performance Expectations:

Proficient

- 1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

Accomplished

- 1.2.12acc.Pr4a: Integrate various arts, media arts forms and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.

Advanced

- 1.2.12adv.Pr4a: Synthesize various arts, media arts forms and academic content into unified media arts.

## **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems.

**Essential Questions:** How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

**Practice:** Integrate

### **Performance Expectations:**

#### Proficient

- 1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.
- 1.2.12prof.Pr5b: Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.
- 1.2.12prof.Pr5c: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.

#### Accomplished

- 1.2.12acc.Pr5a: Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.
- 1.2.12acc.Pr5b: Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.
- 1.2.12acc.Pr5c: Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.

#### Advanced

- 1.2.12adv.Pr5a: Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
- 1.2.12adv.Pr5b: Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.
- 1.2.12adv.Pr5c: Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.

## Anchor Standard 6: Conveying meaning through art.

**Enduring Understanding:** Media artists present, share and distribute media artworks through various social, cultural, and political contexts.

**Essential Questions:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing, or distributing media artworks?

**Practice:** Present

### Performance Expectations:

Proficient

- 1.2.12prof.Pr6a: Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.
- 1.2.12prof.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others.

Accomplished

- 1.2.12acc.Pr6a: Curate and design the presentation and distribution of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels.
- 1.2.12acc.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to people or to a situation.

Advanced

- 1.2.12adv.Pr6a: Curate, design and promote the presentation and distribution of media artworks through a variety of contexts.
- 1.2.12adv.Pr6b: Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience.

## Responding

## Anchor Standard 7: Perceiving and analyzing products.

**Enduring Understandings:** An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.

**Essential Questions:** How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

**Practice:** Perceive

## Performance Expectations:

### Proficient

- 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
- 1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.

### Accomplished

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience.
- 1.2.12acc.Re7b: Analyze how a broad range of media artworks affect audience experience, as well as create intention and persuasion through multimodal perception when addressing global issues including climate change.

### Advanced

- 1.2.12adv.Re7a: Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.
- 1.2.12adv.Re7b: Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception and systemic communications when addressing global issues including climate change.

## Anchor Standard 8: Interpreting intent and meaning.

**Enduring Understandings:** Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.

**Essential Questions:** How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?

**Practice:** Interpret

## Performance Expectations:

### Proficient

- 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.

### Accomplished

- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.

### Advanced

- 1.2.12adv.Re8a: Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.

## Anchor Standard 9: Applying criteria to evaluate products.

**Enduring Understanding:** Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.

**Essential Questions:** How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?

**Practice:** Evaluate

### Performance Expectations:

Proficient

1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals

Accomplished

1.2.12acc.Re9a: Create and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.

Advanced

1.2.12adv.Re9a: Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes and considering complex goals and factors.

## Connecting

## Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

**Enduring Understanding:** Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.

**Essential Questions:** How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?

**Practice:** Synthesize

### Performance Expectations:

Proficient

- 1.2.12prof.Cn10a: Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.
- 1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.

#### Accomplished

- 1.2.12acc.Cn10a: Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.
- 1.2.12acc.Cn10b: Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.

#### Advanced

- 1.2.12adv.Cn10a: Independently and proactively access relevant and qualitative resources to inform the creation of impactful media artworks.
- 1.2.12adv.Cn10b: Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.

### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances a media artist's work.

**Essential Questions:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

**Practice:** Relate

#### **Performance Expectations:**

##### Proficient

- 1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- 1.2.12prof.Cn11b: Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

##### Accomplished

- 1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
- 1.2.12acc.Cn11b: Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.

Advanced

- 1.2.12adv.Cn1 1a: Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.
- 1.2.12adv.Cn1 1b: Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.

## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.3A General Music Standards by the End of Grade 2

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources

**Essential Question:** How do musicians generate creative ideas?

**Practice:** Imagine

#### Performance Expectations:

1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.

**Essential Question:** How do musicians make creative decisions?

**Practices:** Plan, Make

#### Performance Expectations:

- 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

#### Anchor Standard 3: Refining and completing products.

**Enduring Understanding:** Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

**Practices:** Evaluate, Refine



**Performance Expectations:**

- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

**Performing****Anchor Standard 4: Selecting, analyzing, and interpreting work.**

**Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Essential Question:** How do performers select repertoire?

**Practices:** Select, Analyze, Interpret

**Performance Expectations:**

- 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their performance?

**Practices:** Rehearse, Evaluate, Refine

**Performance Expectations:**

- 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.

## Anchor Standard 6: Conveying meaning through art.

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

**Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Practice:** Present

### Performance Expectations:

- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

## Responding

## Anchor Standard 7: Perceiving and analyzing products.

**Enduring Understandings:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

**Essential Questions:** How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

**Practices:** Select, Analyze

### Performance Expectations:

- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

## Anchor Standard 8: Interpreting intent and meaning.

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Essential Question:** How do we discern the musical creators' and performers' expressive intent?

**Practice:** Interpret

### Performance Expectations:

- 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

### **Anchor Standard 9: Applying criteria to evaluate products.**

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

**Practices:** Evaluate

#### **Performance Expectations:**

1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

## **Connecting**

### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

**Practice:** Interconnection

#### **Performance Expectations:**

1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e 1.3A.2.Re7a

### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**Practice:** Interconnection

#### **Performance Expectations:**

1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a

## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.3A General Music Standards by the End of Grade 5

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources

**Essential Question:** How do musicians generate creative ideas?

**Practice:** Imagine

#### Performance Expectations:

1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question:** How do musicians make creative decisions?

**Practices:** Plan, Make

#### Performance Expectations:

- 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.

#### Anchor Standard 3: Refining and completing products.

**Enduring Understanding:** Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

**Practices:** Evaluate, Refine

**Performance Expectations:**

- 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

**Performing****Anchor Standard 4: Selecting, analyzing, and interpreting work.**

**Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Essential Question:** How do performers select repertoire?

**Practices:** Select, Analyze, Interpret

**Performance Expectations:**

- 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their performance?

**Practices:** Rehearse, Evaluate, Refine

### **Performance Expectations:**

- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

### **Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

**Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Practice:** Present

### **Performance Expectations**

- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

## **Responding**

### **Anchor Standard 7: Perceiving and analyzing products.**

**Enduring Understandings:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

**Essential Questions:** How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

**Practices:** Select, Analyze

### **Performance Expectations**

- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).

### **Anchor Standard 8: Applying criteria to evaluate products.**

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

**Practices:** Evaluate

**Performance Expectations:**

1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.

**Anchor Standard 9: Interpreting intent and meaning.**

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Essential Question:** How do we discern the musical creators' and performers' expressive intent?

**Practice:** Interpret

**Performance Expectations:**

1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

**Connecting**

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

**Practice:** Interconnection

**Performance Expectations:**

1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**Practice:** Interconnection

**Performance Expectations:**

1.3A.5.Cn1 1a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a



## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.3A Music Standards by the End of Grade 8

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources

**Essential Question:** How do musicians generate creative ideas?

**Practice:** Imagine

#### Performance Expectations:

1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.

**Essential Question:** How do musicians make creative decisions?

**Practices:** Plan, Make

#### Performance Expectations:

- 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

#### Anchor Standard 3: Refining and completing products.

**Enduring Understanding:** Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

**Practices:** Evaluate, Refine

**Performance Expectations:**

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.

**Performing****Anchor Standard 4: Selecting, analyzing, and interpreting work.**

**Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Essential Question:** How do performers select repertoire?

**Practices:** Select, Analyze, Interpret

**Performance Expectations:**

- 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their performance?

**Practices:** Rehearse, Evaluate, Refine

**Performance Expectations:**

1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

**Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

**Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Practice:** Present

**Performance Expectations:**

- 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator’s intent.
- 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

**Responding****Anchor Standard 7: Perceiving and analyzing products.**

**Enduring Understandings:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

**Essential Questions:** How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

**Practices:** Select, Analyze

**Performance Expectations:**

- 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

**Anchor Standard 8: Applying criteria to evaluate products.**

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

**Practices:** Evaluate

**Performance Expectations:**

1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

### **Anchor Standard 9: Interpreting intent and meaning.**

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Essential Question:** How do we discern the musical creators' and performers' expressive intent?

**Practice:** Interpret

**Performance Expectations:**

1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

## **Connecting**

### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing and responding?

**Practice:** Interconnection

**Performance Expectations:**

1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

**Practice:** Interconnection

**Performance Expectations:**

1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.3B Music Composition & Theory Standards

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

**Essential Question:** How do musicians generate creative ideas?

**Practice:** Imagine

#### Performance Expectations:

Proficient

1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

Accomplished

1.3B.12acc.Cr1a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.

Advanced

1.3B.12adv.Cr1a: Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.

**Essential Question:** How do musicians make creative decisions?

**Practices:** Plan, Make

#### Performance Expectations:

Proficient

- 1.3B.12prof.Cr2a: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
- 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).

#### Accomplished

- 1.3B.12acc.Cr2a: Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines
- 1.3B.12acc.Cr2b: Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).

#### Advanced

- 1.3B.12adv.Cr2a: Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas.
- 1.3B.12adv.Cr2b: Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.

### **Anchor Standard 3: Refining and completing products.**

**Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

**Practices:** Evaluate, Refine

#### **Performance Expectations:**

##### Proficient

- 1.3B.12prof.Cr3a: Identify, describe and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- 1.3B.12prof.Cr3b: Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

##### Accomplished

- 1.3B.12acc.Cr3a: Identify, describe and apply selected teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- 1.3B.12acc.Cr3b: Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.

##### Advanced

- 1.3B.12adv.Cr3a: Research, identify, explain, and apply personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions
- 1.3B.12adv.Cr3b: Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent.

## Performing

### Anchor Standard 4: Selecting, analyzing and interpreting work.

**Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Essential Question:** How do performers select repertoire?

**Practices:** Select, Analyze, Interpret

#### Performance Expectations:

Proficient

- 1.3B.12prof.Pr4a: Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
- 1.3B.12prof.Pr4b: Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.
- 1.3B.12prof.Pr4c: Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.

Accomplished

- 1.3B.12acc.Pr4a: Identify and select specific passages, sections or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (e.g., binary, ternary, rondo) or moderately complex forms.
- 1.3B.12acc.Pr4b: Analyze how the elements of music (including form) of selected works relate to the style, function and context, and explain the implications for rehearsal and performance.
- 1.3B.12acc.Pr4c: Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creator's intent.

Advanced

- 1.3B.12adv.Pr4a: Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.
- 1.3B.12adv.Pr4b: Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.
- 1.3B.12adv.Pr4c: Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creator's intent.



## **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their performance?

**Practices:** Rehearse, Evaluate, Refine

### **Performance Expectations**

Proficient

- 1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form.
- 1.3B.12prof.Pr5b: Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood.
- 1.3B.12prof.Pr5c: Identify and implement strategies for improving the technical and expressive aspects of multiple works.

Accomplished

- 1.3B.12acc.Pr5a: Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.
- 1.3B.12acc.Pr5b: Using established criteria and feedback, identify the ways in which performances convey the formal design, style and historical/cultural context of the works.
- 1.3B.12acc.Pr5c: Identify and implement strategies for improving the technical and expressive aspects of varied works.

Advanced

- 1.3B.12adv.Pr5a: Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.
- 1.3B.12adv.Pr5b: Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style and historical/cultural context of the works.
- 1.3B.12adv.Pr5c: Identify, compare and implement strategies for improving the technical and expressive aspects of multiple contrasting works.

## **Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

**Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Practice:** Present

**Performance Expectations:**

Proficient

- 1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others’) and explain how the elements of music are used to convey intent.
- 1.3B.12prof.Pr6b: Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.

Accomplished

- 1.3B.12acc.Pr6a: Share live or recorded performances of works (both personal and others’) and explain how the elements of music and compositional techniques are used to convey intent.
- 1.3B.12acc.Pr6b: Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.

Advanced

- 1.3B.12adv.Pr6a: Share live or recorded performances of works (both personal and others’) and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.
- 1.3B.12adv.Pr6b: Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.

**Responding**

**Anchor Standard 7: Perceiving and analyzing products.**

**Enduring Understandings:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

**Essential Questions:** How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

**Practices:** Select, Analyze

**Performance Expectations:**

Proficient

- 1.3B.12prof.Re7a: Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.
- 1.3B.12prof.Re7b: Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood and context, and describe how the analysis provides models for personal growth as a composer, performer and/or listener.

Accomplished

- 1.3B.12acc.Re7a: Apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.
- 1.3B.12acc.Re7b: Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.

Advanced

- 1.3B.12adv.Re7a: Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.
- 1.3B.12adv.Re7b: Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.

### **Anchor Standard 8: Interpreting intent and meaning.**

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Essential Question:** How do we discern the musical creators' and performers' expressive intent?

**Practice:** Interpret

#### **Performance Expectations:**

Proficient

1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.

Accomplished

1.3B.12acc.Re8a: Develop and support interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

Advanced

1.3B.12adv.Re8a: Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

### **Anchor Standard 9: Applying criteria to evaluate products.**

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.

**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

**Practice:** Evaluate

**Performance Expectations:**

Proficient

- 1.3B.12prof.Re9a: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- 1.3B.12prof.Re9b: Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

Accomplished

- 1.3B.12acc.Re9a: Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.
- 1.3B.12acc.Re9b: Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

Advanced

- 1.3B.12adv.Re9a: Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of theoretical concepts and complex compositional techniques and procedures.
- 1.3B.12adv.Re9b: Describe and evaluate the ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

**Connecting**

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing and responding?

**Practice:** Interconnection

**Performance Expectations:**

Proficient

- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

This Performance Expectation is embedded in the following Artistic Processes:

1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr6a, 1.3A.12prof.Re7a

#### Accomplished

1.3B.12acc.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr6a, 1.3A.12acc.Re7a

#### Advanced

1.3B.12adv.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr6a, 1.3A.12adv.Re7a

### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**Practice:** Interconnection

#### **Performance Expectations:**

##### Proficient

1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr6a, 1.3A.12prof.Re7a

##### Accomplished

1.3B.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr6a, 1.3A.12acc.Re7a

##### Advanced

1.3B.12adv.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr5e, 1.3A.12adv.Re7a

## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.3C Music Ensembles Standards

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**Essential Question:** How do musicians generate creative ideas?

**Practice:** Imagine

#### Performance Expectations:

Novice

1.3.C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Intermediate

1.3.C.12int.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Proficient

1.3.C.1prof.Cr1a: Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.

Accomplished

1.3.C.1acc.Cr1a: Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.

Advanced

1.3.Cadv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts.

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.

**Essential Question:** How do musicians make creative decisions?

**Practices:** Plan, Make

### **Performance Expectations:**

#### Novice

1.3C.12nov.Cr2a: Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

#### Intermediate

1.3C.12int.Cr2a: Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

#### Proficient

1.3C.12prof.Cr2a: Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.

#### Accomplished

1.3C.12acc.Cr2a: Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.

#### Advanced

1.3C.12adv.Cr2a: Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.

### **Anchor Standard 3: Refining and completing products.**

**Enduring Understanding:** Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

**Practices:** Evaluate, Refine

### **Performance Expectations:**

#### Novice

- 1.3C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
- 1.3C.12nov.Cr3b: Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.

#### Intermediate

- 1.3C.12int.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
- 1.3C.12int.Cr3b: Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.

#### Proficient

- 1.3C.12prof.Cr3a: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
- 1.3C.12prof.Cr3b: Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.

#### Accomplished

- 1.3C.12acc.Cr3a: Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes.
- 1.3C.12acc.Cr3b: Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes.

#### Advanced

- 1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
- 1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.

## Performing

### Anchor Standard 4: Selecting, analyzing and interpreting work.

**Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Essential Question:** How do performers select repertoire?

**Practices:** Select, Analyze, Interpret

#### Performance Expectations:

##### Novice

- 1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
- 1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- 1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

##### Intermediate

- 1.3C.12int.Pr4a: Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.



- 1.3C.12int.Pr4b: Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- 1.3C.12int.Pr4c: Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

#### Proficient

- 1.3C.12prof.Pr4a: Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
- 1.3C.12prof.Pr4b: Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
- 1.3C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

#### Accomplished

- 1.3C.12acc.Pr4a: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- 1.3C.12acc.Pr4b: Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.
- 1.3C.12acc.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.

#### Advanced

- 1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- 1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
- 1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.

## **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their performance?

**Practices:** Rehearse, Evaluate, Refine

### **Performance Expectations:**

Novice

1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Intermediate

1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Proficient

1.3C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Accomplished

1.3C.12acc.Pr5a: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

Advanced

1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

## **Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

**Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Practice:** Present

## Performance Expectations:

### Novice

- 1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- 1.3C.12nov.Pr6b: Demonstrate an awareness of the context of the music through prepared and improvised performances

### Intermediate

- 1.3C.12int.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- 1.3C.12int.Pr6b: Demonstrate an understanding of the context of the music through prepared and improvised performances.

### Proficient

- 1.3C.12prof.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- 1.3C.12prof.Pr6b: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

### Accomplished

- 1.3C.12acc.Pr6a: Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
- 1.3C.12acc.Pr6b: Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

### Advanced

- 1.3C.12adv.Pr6a: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
- 1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.

## Responding

### Anchor Standard 7: Perceiving and analyzing products.

**Enduring Understandings:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

**Essential Questions:** How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

**Practices:** Select, Analyze

**Performance Expectations:**

Novice

- 1.3C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
- 1.3C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.

Intermediate

- 1.3C.12int.Re7a: Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
- 1.3C.12int.Re7b: Describe how understanding context and the way the elements of music are manipulated inform the response to music.

Proficient

- 1.3C.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
- 1.3C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.

Accomplished

- 1.3C.12acc.Re7a: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
- 1.3C.12acc.Re7b: Explain how the analysis of structures and contexts inform the response to music.

Advanced

- 1.3C.12adv.Re7a: Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.
- 1.3C.12adv.Re7b: Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.

## **Anchor Standard 8: Interpreting intent and meaning.**

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers.

**Essential Question:** How do we discern the musical creators' and performers' expressive intent?

**Practice:** Interpret

## **Performance Expectations:**

### Novice

1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).

### Intermediate

1.3C.12int.Re8a: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).

### Proficient

1.3C.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.

### Accomplished

1.3C.12acc.Re8a: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.

### Advanced

1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

## **Anchor Standard 9: Applying criteria to evaluate products.**

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.

**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

**Practice:** Evaluate

## **Performance Expectations:**

### Novice

1.3C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

### Intermediate

1.3C.12int.Re9a: Explain the influence of experiences, analysis and context on interest in and evaluation of music.

### Proficient

1.3C.12prof.Re9a: Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.

Accomplished

1.3C.12acc.Re9a: Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.

Advanced

1.3C.12adv.Re9a: Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

## Connecting

### Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

**Practice:** Interconnection

#### Performance Expectations:

Novice

1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a

Intermediate

1.3C.12int.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a

Proficient

1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a

#### Accomplished

1.3B.12acc.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5b, 1.3A.12acc.Re7a

#### Advanced

1.3B.12adv.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr5b, 1.3A.12adv.Re7a

### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding.

**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**Practice:** Interconnection

#### **Performance Expectations:**

##### Novice

1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a

##### Intermediate

1.3C.12int.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a

##### Proficient

1.3B.12prof.Cn11a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a

### Accomplished

1.3B.12acc.Cn11a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5b, 1.3A.12acc.Re7a

### Advanced

1.3B.12adv.Cn11a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12.Pr5b, 1.3A.12adv.Re7a





## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.3D Music Harmonizing Instruments Standards

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

**Essential Question:** How do musicians generate creative ideas?

**Practice:** Imagine

#### Performance Expectations:

Novice

1.3D.12nov.Cr1a: Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.

Intermediate

1.3D.12int.Cr1a: Create melodic, rhythmic and harmonic ideas for melodies over specified chord progressions or AB/ABA forms as well as two to three-chord accompaniments for given melodies.

Proficient

1.3D.12prof.Cr1a: Create melodic, rhythmic and harmonic ideas for improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

Accomplished

1.3D.12acc.Cr1a: Create melodic, rhythmic and harmonic ideas for compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies.

Advanced

1.3D.12adv.Cr1a: Create melodic, rhythmic and harmonic ideas for a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.

**Essential Question:** How do musicians make creative decisions?

**Practices:** Plan, Make

**Performance Expectations:**

Novice

1.3D.12nov.Cr2a: Use standard notation or audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.

Intermediate

1.3D.12int.Cr2a: Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of melodies over specified chord progressions or AB /ABA forms as well as two-to-three-chord accompaniments for given melodies.

Proficient

1.3D.12prof.Cr2a: Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more- chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

Accomplished

1.3D.12acc.Cr2a: Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies.

Advanced

1.3D.12adv.Cr2a: Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions and improvisations in a variety of styles as well as stylistically appropriate harmonization for given melodies.

**Anchor Standard 3: Refining and completing products.**

**Enduring Understanding:** Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

**Practices:** Evaluate, Refine

**Performance Expectations:**

Novice

- 1.3D.12nov.Cr3a: Apply teacher or student-provided criteria to critique, improve and refine drafts of simple melodies as well as chordal accompaniments for given melodies.
- 1.3D.12nov.Cr3b: Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

#### Intermediate

- 1.3D.12int.Cr3a: Apply teacher or student-provided criteria to critique, improve and refine drafts of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies.
- 1.3D.12int.Cr3b: Share final versions of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

#### Proficient

- 1.3D.12prof.Cr3a: Develop and apply criteria to critique, improve and refine drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns).
- 1.3D.12prof.Cr3b: Perform final versions of improvisations, compositions (e.g., theme and variation, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g. arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating technical skill in applying principles of composition, improvisation and originality.

#### Accomplished

- 1.3D.12acc.Cr3a: Develop and apply criteria to critique, improve and refine drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies.
- 1.3D.12acc.Cr3b: Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.

#### Advanced

- 1.3D.12adv.Cr3a: Develop and apply criteria to critique, improve, and refine drafts of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.
- 1.3D.12adv.Cr3b: Perform final versions of a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.

## Performing

### Anchor Standard 4: Selecting, analyzing and interpreting work.

**Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Essential Question:** How do performers select repertoire?

**Practices:** Select, Analyze, Interpret

**Performance Expectations:**

Novice

- 1.3D.12nov.Pr4a: Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.
- 1.3D.12nov.Pr4b: Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation.
- 1.3D.12nov.Pr4c: Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments.

Intermediate

- 1.3D.12int.Pr4a: Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments is selected, based on personal interest, music reading skills, identified technical challenges that need to be addressed, and the performance context.
- 1.3D.12int.Pr4b: Identify prominent melodic, harmonic, and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation.
- 1.3D.12int.Pr4c: Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments.

Proficient

- 1.3D.12prof.Pr4a: Explain the criteria used when selecting a varied collection of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
- 1.3D.12prof.Pr4b: Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
- 1.3D.12prof.Pr4c: Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

#### Accomplished

- 1.3D.12acc.Pr4a: Develop and apply criteria for selecting a varied collection of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- 1.3D.12acc.Pr4b: Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations and chordal accompaniments in a variety of styles.
- 1.3D.12acc.Pr4c: Demonstrate and explain an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.

#### Advanced

- 1.3D.12adv.Pr4a: Develop and apply criteria for selecting a variety of pieces for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
- 1.3D.12adv.Pr4b: Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
- 1.3D.12adv.Pr4c: Explain and present an understanding of the context (e.g., social, cultural, historical) and the creator's intent in a varied collection of music for performance programs that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their performance?

**Practices:** Rehearse, Evaluate, Refine

#### **Performance Expectations:**

##### Novice

1.3D.12nov.Pr5a: Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.

#### Intermediate

1.3D.12int.Pr5a: Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances.

#### Proficient

1.3D.12prof.Pr5a: Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the performances.

#### Accomplished

1.3D.12acc.Pr5a: Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances.

#### Advanced

1.3D.12adv.Pr5a: Develop and apply criteria, including feedback from multiple sources, to critique varied collection of music for performance programs (e.g., melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, as well as create rehearsal strategies to address performance challenges and refine the performances.

### **Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

**Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Practice:** Present

#### **Performance Expectations:**

##### Novice

1.3D.12nov.Pr6a: Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating an understanding of the audience and the context.

##### Intermediate

1.3D.12int.Pr6a: Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).

### Proficient

1.3D.12prof.Pr6a: Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).

### Accomplished

1.3D.12acc.Pr6a: Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).

### Advanced

1.3D.12adv.Pr6a: Perform with expression and technical accuracy, individually and in small groups, a varied collection of music for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).

## Responding

### Anchor Standard 7: Perceiving and analyzing products.

**Enduring Understandings:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

**Essential Questions:** How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

**Practices:** Select, Analyze

#### Performance Expectations:

##### Novice

- 1.3D.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest and purpose or context.
- 1.3D.12nov.Re7b: Identify and describe how interest, experiences and contexts (e.g., personal, social) effect the evaluation of music.

##### Intermediate

- 1.3D.12int.Re7a: Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
- 1.3D.12int.Re7b: Explain the influence of experiences and contexts (e.g., personal, social, cultural) on interest in and the evaluation of a varied repertoire of music.

#### Proficient

- 1.3D.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
- 1.3D.12prof.Re7b: Develop and apply teacher or student-provided criteria based on personal preference, analysis and context (e.g., personal, social, cultural) to evaluate individual and small group musical selections for listening.

#### Accomplished

- 1.3D.12acc.Re7a: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of music and specified purpose and context.
- 1.3D.12acc.Re7b: Apply personally developed criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.

#### Advanced

- 1.3D.12adv.Re7a: Select, describe and compare a variety of individual and small group musical programs from varied cultures, genres and historical periods.
- 1.3D.12adv.Re7b: Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.

### **Anchor Standard 8: Interpreting intent and meaning.**

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers.

**Essential Question:** How do we discern the musical creators' and performers' expressive intent?

**Practice:** Interpret

#### **Performance Expectations:**

##### Novice

1.3D.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (e.g., personal, social), and the setting of the text (when appropriate).

##### Intermediate

1.3D.12int.Re8a: Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text (when appropriate).

##### Proficient

1.3D.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and outside sources.



Accomplished

1.3D.12acc.Re8a: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and varied researched sources.

Advanced

1.3D.12adv.Re8a: Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including references to other art forms

### **Anchor Standard 9: Applying criteria to evaluate products.**

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.

**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

**Practice:** Evaluate

#### **Performance Expectations:**

Novice

1.3D.12nov.Re9a: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.

Intermediate

1.3D.12int.Re9a: Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response.

Proficient

1.3D.12prof.Re9a: Compare passages in musical selections and explain how the elements of music and context (e.g., social, cultural, historical) inform the response.

Accomplished

1.3D.12acc.Re9a: Explain how the analysis of the structures and context (e.g., social, cultural, historical) of contrasting musical selections informs the response.

Advanced

1.3D.12adv.Re9a: Demonstrate and justify how the structure functions within a variety of musical selections, and distinguish how context (e.g., social, cultural, historical) and creative decisions inform the response.

## **Connecting**

### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

**Practice:** Interconnection

**Performance Expectations:**

Novice

1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr4a, 1.3A.12nov.Re7a

Intermediate

1.3C.12int.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr4a, 1.3A.12int.Re7a

Proficient

1.3B.12prof.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr4a, 1.3A.12prof.Re7a

Accomplished

1.3B.12acc.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr4a, 1.3A.12acc.Re7a

Advanced

1.3B.12adv.C1a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr4a, 1.3A.12adv.Re7a

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**Practice:** Interconnection

## **Performance Expectations:**

### Novice

1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

This Performance Expectation is embedded in the following Artistic Processes:  
1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr4a, 1.3A.12nov.Re7a

### Intermediate

1.3C.12int.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes:  
1.3A.12int.Cr2a, 1.3A.12int.CrR3b, 1.3A.12int.Pr4a, 1.3A.12int.Re7a

### Proficient

1.3B.12prof.Cn11a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

This Performance Expectation is embedded in the following Artistic Processes:  
1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr4a, 1.3A.12prof.Re7a

### Accomplished

1.3B.12acc.Cn11a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

This Performance Expectation is embedded in the following Artistic Processes:  
1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.P4a, 1.3A.12acc.R1a

### Advanced

1.3B.12adv.C1a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music

This Performance Expectation is embedded in the following Artistic Processes:  
1.3A.12adv.CR2a, 1.3A.12adv.CR3b, 1.3A.12.Pr4a, 1.3A.12adv.Re7a



## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.3E Music Technology Standards

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

**Essential Question:** How do musicians generate creative ideas?

**Practice:** Imagine

#### Performance Expectations:

Proficient

1.3E.12prof.Cr1a: Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools.

Accomplished

1.3E.12acc.Cr1a: Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools and resources.

Advanced

1.3E.12adv.Cr1a: Generate melodic, rhythmic and harmonic ideas for compositions and improvisations that incorporate digital tools and resources.

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.

**Essential Question:** How do musicians make creative decisions?

**Practices:** Plan, Make

#### Performance Expectations: Proficient

Proficient

1.3E.12prof.Cr2a: Select melodic, rhythmic and harmonic ideas to develop into a larger work using digital tools and resources.

Accomplished

1.3E.12acc.Cr2a: Select melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and/or analog tools.

Advanced

1.3E.12adv.Cr2a: Select, develop and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and/or analog tools and resources.

### **Anchor Standard 3: Refining and completing products.**

**Enduring Understanding:** Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

**Practices:** Evaluate, Refine

#### **Performance Expectations:**

Proficient

- 1.3E.12prof.Cr3a: Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
- 1.3E.12prof.Cr3b: Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

Accomplished

- 1.3E.12acc.Cr3a: Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
- 1.3E.12acc.Cr3b: Share compositions and improvisations that demonstrate musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.

Advanced

- 1.3E.12adv.Cr3a: Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.
- 1.3E.12adv.Cr3b: Share a portfolio of musical creations representing varied styles and genres that demonstrates musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.

## **Performing**

### **Anchor Standard 4: Selecting, analyzing and interpreting work.**

**Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Essential Question:** How do performers select repertoire?

**Practices:** Select, Analyze, Interpret

## Performance Expectations:

### Proficient

- 1.3E.12prof.Pr4a: Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.
- 1.3E.12prof.Pr4b: Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
- 1.3E.12prof.Pr4c: Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

### Accomplished

- 1.3E.12acc.Pr4a: Develop and apply criteria to select sound resources to study and perform based on interest, an understanding of musical characteristics of the music, and the performer's musical skill using digital tools and resources.
- 1.3E.12acc.Pr4b: Describe and provide examples of how context, musical aspects of the composition, and digital media/tools inform prepared and improvised performances.
- 1.3E.12acc.Pr4c: Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.

### Advanced

- 1.3E.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the musical characteristics, expressive challenges in the music, and the performer's musical skill using digital tools and resources.
- 1.3E.12adv.Pr4b: Examine, evaluate and critique how context, musical aspects of the composition and digital media/tools inform prepared and improvised performances.
- 1.3E.12adv.Pr4c: Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.

## Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their performance?

**Practices:** Rehearse, Evaluate, Refine

## **Performance Expectations:**

### Proficient

1.3E.12prof.Pr5a: Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

### Accomplished

1.3E.12acc.Pr5a: Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

### Advanced

1.3E.12adv.Pr5a: Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.

## **Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures, the context, and how a work is presented influence audience response.

**Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Practice:** Present

## **Performance Expectations:**

### Proficient

- 1.3E.12prof.Pr6a: Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- 1.3E.12prof.Pr6b: Demonstrate an understanding of the context of music through prepared and improvised performances.

### Accomplished

- 1.3E.12acc.Pr6a: Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- 1.3E.12acc.Pr6b: Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.

### Advanced

- 1.3E.12adv.Pr6a: Integrating digital and analog tools and resources, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods.
- 1.3E.12adv.Pr6b: Demonstrate an ability to connect with audience members before and engaging with and responding to them during prepared and improvised performances.

## Responding

### Anchor Standard 7: Perceiving and analyzing products.

**Enduring Understandings:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

**Essential Questions:** How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

**Practices:** Select, Analyze

#### Performance Expectations:

Proficient

- 1.3E.12prof.Re7a: Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.
- 1.3E.12prof.Re7b: Explain how knowledge of the structure (e.g., repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

Accomplished

- 1.3E.12acc.Re7a: Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.
- 1.3E.12acc.Re7b: Explain how an analysis of the structure, context and technological aspects of the music informs the response.

Advanced

- 1.3E.12adv.Re7a: Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.
- 1.3E.12adv.Re7b: Justify (by using examples) how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.

### Anchor Standard 8: Interpreting intent and meaning.

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers.

**Essential Question:** How do we discern the musical creators' and performers' expressive intent?

**Practice:** Interpret

#### Performance Expectations:

Proficient

- 1.3E.12prof.Re8a: Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.



Accomplished

1.3E.12acc.Re8a: Connect the influence of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.

Advanced

1.3E.12adv.Re8ea: Examine and cite research from multiple sources to connect the influence of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.

### **Anchor Standard 9: Applying criteria to evaluate products.**

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

**Practice:** Evaluate

#### **Performance Expectations:**

Proficient

1.3E.12prof.Re9a: Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Accomplished

1.3E.12acc.Re9a: Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.

Advanced

1.3E.12adv.Re9a: Develop and justify the evaluation of a variety of music based on established and personally developed criteria, digital, electronic and analog features, and understanding of purpose and context.

## **Connecting**

### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

**Practice:** Interconnection

## Performance Expectations:

### Proficient

1.3B.12prof.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

This Performance Expectation is embedded in the following Artistic Processes:  
1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr4a, 1.3A.12prof.Re7a

### Accomplished

1.3B.12acc.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

This Performance Expectation is embedded in the following Artistic Processes:  
1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr4a, 1.3A.12acc.Re7a

### Advanced

1.3B.12adv.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.

This Performance Expectation is embedded in the following Artistic Processes:  
1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr4a, 1.3A.12adv.Re7a

## Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

**Practice:** Interconnection

## Performance Expectations

### Proficient

1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

This Performance Expectation is embedded in the following Artistic Processes:  
1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr4a, 1.3A.12prof.Re7a

### Accomplished

1.3B.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes:  
1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr4a, 1.3A.12acc.Re7a

Advanced

1.3B.12adv.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes:  
1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12.Pr4a, 1.3A.12adv.Rr7a

## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.4 Theatre Standards by the End of Grade 2

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** Theatre artists rely on intuition, curiosity, and critical inquiry.

**Essential Question:** What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

**Practices:** Imagine, Envision

#### Performance Expectations:

- 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** Theatre artists work to discover different ways of communicating meaning.

**Essential Question:** How, when, and why do theatre artists' choices change?

**Practices:** Plan, Construct

#### Performance Expectations:

- 1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

#### Anchor Standard 3: Refining and completing products.

**Enduring Understanding:** Theatre artists refine their work and practice their craft through rehearsal.

**Essential Question:** How do theatre artists transform and edit their initial ideas?

**Practices:** Evaluate, Clarify, Realize

**Performance Expectations:**

- 1.4.2.Cr3a: With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).

**Performing****Anchor Standard 4: Selecting, analyzing, and interpreting work.**

**Enduring Understanding:** Theatre artists develop personal processes and skills for a performance or design.

**Essential Question:** How do theatre artists fully prepare a performance or design?

**Practices:** Choose, Rehearse

**Performance Expectations:**

- 1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** Theatre artists make choices to convey meaning.

**Essential Question:** How do theatre artists use tools and techniques to communicate ideas and feelings?

**Practices:** Establish, Analyze

**Performance Expectations:**

- 1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

**Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.

**Essential Question:** What happens when theatre artists and audiences share creative experiences?

**Practice:** Share

**Performance Expectations:** Share

1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

## Responding

### Anchor Standard 7: Perceiving and analyzing products.

**Enduring Understanding:** Theatre artists reflect to understand the impact of drama processes and theatre experiences.

**Essential Question:** How do theatre artists comprehend the essence of drama processes and theatre experiences?

**Practices:** Examine, Discern

**Performance Expectations:**

1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

### Anchor Standard 8: Interpreting intent and meaning.

**Enduring Understanding:** Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

**Essential Question:** How can the same work of art communicate different messages to different people?

**Practice:** Interpret

**Performance Expectations:**

- 1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

### Anchor Standard 9: Applying criteria to evaluate products.

**Enduring Understanding:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

**Essential Question:** How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

**Practice:** Critique

**Performance Expectations:**

- 1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.
- 1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

**Connecting****Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** Theatre artists allow awareness of interrelationships between self and others to inform their work.

**Essential Question:** What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?

**Practice:** Incorporate

**Performance Expectations:**

- 1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

**Enduring Understanding:** As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.

**Essential Question:** What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

**Practices:** Affect, Expand

**Performance Expectations:**

- 1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.
- 1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.

## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.4 Theatre Standards by the End of Grade 5

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** Theatre artists rely on intuition, curiosity and critical inquiry.

**Essential Question:** What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

**Practices:** Imagine, Envision

#### Performance Expectations:

- 1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.
- 1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.
- 1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** Theatre artists work to discover different ways of communicating meaning.

**Essential Question:** How, when, and why do theatre artists' choices change?

**Practices:** Plan, Construct

#### Performance Expectations:

- 1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.
- 1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.

#### Anchor Standard 3: Refining and completing products.

**Enduring Understanding:** Theatre artists refine their work and practice their craft through rehearsal.

**Essential Question:** How do theatre artists transform and edit their initial ideas?



**Practices:** Evaluate, Clarify, Realize

**Performance Expectations:**

- 1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.
- 1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.
- 1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

**Performing**

**Anchor Standard 4: Selecting, analyzing, and interpreting work.**

**Enduring Understanding:** Theatre artists develop personal processes and skills for a performance or design.

**Essential Question:** How do theatre artists fully prepare a performance or design?

**Practices:** Choose, Rehearse

**Performance Expectations:**

- 1.4.5.Pr4a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.
- 1.4.5.Pr4b: Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** Theatre artists make choices to convey meaning.

**Essential Question:** How do theatre artists use tools and techniques to communicate ideas and feelings?

**Practices:** Establish, Analyze

**Performance Expectations:**

- 1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.
- 1.4.5.Pr5b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.

**Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.

**Essential Question:** What happens when theatre artists and audiences share creative experiences?

**Practice:** Share

**Performance Expectations:**

1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.

## Responding

### Anchor Standard 7: Perceiving and analyzing products.

**Enduring Understanding:** Theatre artists reflect to understand the impact of drama processes and theatre experiences.

**Essential Question:** How do theatre artists comprehend the essence of drama processes and theatre experiences?

**Practices:** Examine, Discern

**Performance Expectations:**

1.4.5.Re7a: Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.

### Anchor Standard 8: Interpreting intent and meaning.

**Enduring Understanding:** Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

**Essential Question:** How can the same work of art communicate different messages to different people?

**Practice:** Interpret

**Performance Expectations:**

- 1.4.5.Re8a: Develop and implement a plan to evaluate drama/theatre work.
- 1.4.5.Re2b: Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.
- 1.4.5.Re8c: Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work.

### Anchor Standard 9: Applying criteria to evaluate products.

**Enduring Understanding:** Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

**Essential Question:** How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

**Practice:** Critique

**Performance Expectations:**

- 1.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.
- 1.4.5.Re9b: Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
- 1.4.5.Re9c: Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

**Connecting****Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** Theatre artists allow awareness of interrelationships between self and others to inform their work.

**Essential Question:** What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

**Practice:** Incorporate

**Performance Expectations:**

- 1.4.5.Cn10a: Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

**Enduring Understanding:** As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.

**Essential Question:** What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

**Practices:** Affect, Expand

**Performance Expectations:**

- 1.4.5.Cn11a: Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work.
- 1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present.



## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.4 Theatre Standards by the End of Grade 8

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** Theatre artists rely on intuition, curiosity and critical inquiry.

**Essential Question:** What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

**Practices:** Imagine, Envision

#### Performance Expectations:

- 1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
- 1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
- 1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** Theatre artists work to discover different ways of communicating meaning.

**Essential Question:** How, when, and why do theatre artists' choices change?

**Practices:** Plan, Construct

#### Performance Expectations:

- 1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
- 1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.

#### Anchor Standard 3: Refining and completing products.

**Enduring Understanding:** Theatre artists refine their work and practice their craft through rehearsal.

**Essential Question:** How do theatre artists transform and edit their initial ideas?

**Practices:** Evaluate, Clarify, Realize

**Performance Expectations:**

- 1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
- 1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
- 1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

**Performing****Anchor Standard 4: Selecting, analyzing and interpreting work.**

**Enduring Understanding:** Theatre artists develop personal processes and skills for a performance or design.

**Essential Question:** How do theatre artists fully prepare a performance or design?

**Practices:** Choose, Rehearse

**Performance Expectations:**

- 1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
- 1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** Theatre artists make choices to convey meaning.

**Essential Question:** How do theatre artists use tools and techniques to communicate ideas and feelings?

**Practices:** Establish, Analyze

**Performance Expectations:**

- 1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.
- 1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.

**Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Theatre artists, through a shared creative experience with an audience, present stories, ideas and envisioned worlds to explore the human experience.

**Essential Question:** What happens when theatre artists and audiences share creative experiences?

**Practice:** Share

**Performance Expectations:**

1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience

**Responding**

**Anchor Standard 7: Perceiving and analyzing products.**

**Enduring Understanding:** Theatre artists reflect to understand the impact of drama processes and theatre experiences.

**Essential Question:** How do theatre artists comprehend the essence of drama processes and theatre experiences?

**Practices:** Examine, Discern

**Performance Expectations:**

- 1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.
- 1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.

**Anchor Standard 8: Interpreting intent and meaning.**

**Enduring Understanding:** Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

**Essential Question:** How can the same work of art communicate different messages to different people?

**Practice:** Interpret

**Performance Expectations:**

- 1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.
- 1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.
- 1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.

**Anchor Standard 9: Applying criteria to evaluate products.**

**Enduring Understanding:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

**Essential Question:** How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

**Practice:** Critique

**Performance Expectations:**

- 1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work.

- 1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
- 1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.

## Connecting

### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** Theatre artists allow awareness of interrelationships between self and others to inform their work.

**Essential Question:** What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

**Practice:** Incorporate

#### **Performance Expectations:**

1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work.

### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

**Enduring Understanding:** As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.

**Essential Question:** What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

**Practices:** Affect, Expand

#### **Performance Expectations:**

- 1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.
- 1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.



## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.4 Theatre Standards by the End of Grade 12

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** Theatre artists rely on intuition, curiosity and critical inquiry.

**Essential Question:** What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

**Practices:** Imagine, Envision

#### Performance Expectations

Proficient

- 1.4.12prof.Cr1a: Research to construct ideas about the visual composition of devised or scripted theatre work.
- 1.4.12prof.Cr1b: Explore the impact of technology on design choices in devised or scripted theatre work.
- 1.4.12prof.Cr1c: Use script analysis to generate ideas about a character that is believable and authentic.

Accomplished

- 1.4.12acc.Cr1a: Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.
- 1.4.12acc.Cr1b: Understand and apply technology to design choices for devised or scripted theatre work.
- 1.4.12acc.Cr1c: Use personal experiences and knowledge to develop a character that is believable and authentic.

Advanced

- 1.4.12adv.Cr1a: Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.
- 1.4.12adv.Cr1b: Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology.
- 1.4.12adv.Cr1c: Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.



## **Anchor Standard 2: Organizing and developing ideas.**

**Enduring Understanding:** Theatre artists work to discover different ways of communicating meaning.

**Essential Question:** How, when, and why do theatre artists' choices change?

**Practices:** Plan, Construct

### **Performance Expectations:**

Proficient

- 1.4.12prof.2.Cr2a: Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.
- 1.4.12prof.2.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

Accomplished

- 1.4.12acc.2.Cr2a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.
- 1.4.12acc.2.Cr2b: Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.

Advanced

- 1.4.12adv.2.Cr2a: Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work.
- 1.4.12adv.2.Cr2b: Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.

## **Anchor Standard 3: Refining and completing products.**

**Enduring Understanding:** Theatre artists refine their work and practice their craft through rehearsal.

**Essential Question:** How do theatre artists transform and edit their initial ideas?

**Practices:** Evaluate, Clarify, Realize

### **Performance Expectations:**

Proficient

- 1.4.12prof.3.Cr3a: Use script analysis to inform choices impacting the believability and authenticity of a character.
- 1.4.12prof.3.Cr3b: Practice devised or scripted theatre work using theatrical staging conventions.
- 1.4.12prof.3.Cr3c: Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.

#### Accomplished

- 1.4.12acc.Cr3a: Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
- 1.4.12acc.Cr3b: Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
- 1.4.12acc.Cr3c: Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.

#### Advanced

- 1.4.12adv.Cr3a: Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work.
- 1.4.12adv.Cr3b: Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions.
- 1.4.12adv.Cr3c: Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work.

## Performing

### Anchor Standard 4: Selecting, analyzing, and interpreting work.

**Enduring Understanding:** Theatre artists develop personal processes and skills for a performance or design.

**Essential Question:** How do theatre artists fully prepare a performance or design?

**Practices:** Choose, Rehearse

#### Performance Expectations:

##### Proficient

- 1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
- 1.4.12prof.Pr4b: Use technical elements to increase the impact of design for a theatre production.

##### Accomplished

- 1.4.12acc.Pr4a: Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.
- 1.4.12acc.Pr4b: Apply theatrical elements and research to create a design that communicates the concept of a theatre production.

##### Advanced

- 1.4.12adv.Pr4a: Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.
- 1.4.12adv.Pr4b: Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.

## **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** Theatre artists make choices to convey meaning.

**Essential Question:** How do theatre artists use tools and techniques to communicate ideas and feelings?

**Practices:** Establish, Analyze

### **Performance Expectations:**

Proficient

- 1.4.12prof.Pr5a: Identify and explore different pacing options per character to better communicate the story in a theatre work.
- 1.4.12prof.Pr5b: Explore and discover character choices using given circumstances in devised or scripted theatre work.

Accomplished

- 1.4.12acc.Pr5a: Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.
- 1.4.12acc.Pr5b: Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.

Advanced

- 1.4.12adv.Pr5a: Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.
- 1.4.12adv.Pr5b: Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.

## **Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.

**Essential Question:** What happens when theatre artists and audiences share creative experiences?

**Practice:** Share

### **Performance Expectations:**

Proficient

- 1.4.12prof.Pr6a: Perform devised or scripted theatre work for a specific audience.

Accomplished

- 1.4.12acc.Pr6a: Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.

Advanced

1.4.12adv.Pr6a: Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

## Responding

### Anchor Standard 7: Perceiving and analyzing products.

**Enduring Understanding:** Theatre artists reflect to understand the impact of drama processes and theatre experiences.

**Essential Question:** How do theatre artists comprehend the essence of drama processes and theatre experiences?

**Practices:** Examine, Discern

#### Performance Expectations:

Proficient

- 1.4.12prof.Re7a: Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
- 1.4.12prof.Re7b: Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.

Accomplished

- 1.4.12acc.Re7a: Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
- 1.4.12acc.Re7b: Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.

Advanced

- 1.4.12adv.Re7a: Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
- 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.

### Anchor Standard 8: Interpreting intent and meaning.

**Enduring Understanding:** Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

**Essential Question:** How can the same work of art communicate different messages to different people?

**Practice:** Interpret

## Performance Expectations:

### Proficient

- 1.4.12prof.Re8a: Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play’s history, culture, and political context.
- 1.4.12prof.Re8b: Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
- 1.4.12prof.Re8c: Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.

### Accomplished

- 1.4.12acc.Re8a: Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
- 1.4.12acc.Re8b: Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others’ interpretations.
- 1.4.12acc.Re8c: Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.

### Advanced

- 1.4.12adv.Re8a: Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.
- 1.4.12adv.Re8b: Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.
- 1.4.12adv.Re8c: Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.

## Anchor Standard 9: Applying criteria to evaluate products.

**Enduring Understanding:** Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

**Essential Question:** How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?

**Practice:** Critique

## Performance Expectations:

### Proficient

- 1.4.12prof.Re9a: Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.
- 1.4.12prof.Re9b: Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.
- 1.4.12prof.Re9c: Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.

### Accomplished

- 1.4.12acc.Re9a: Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work.
- 1.4.12acc.Re9b: Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding.
- 1.4.12acc.Re9c: Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.

### Advanced

- 1.4.12adv.Re9a: Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.
- 1.4.12adv.Re9b: Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work.
- 1.4.12adv.Re9c: Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.

## Connecting

### Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

**Enduring Understanding:** Theatre artists allow awareness of interrelationships between self and others to inform their work.

**Essential Question:** What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

**Practice:** Incorporate

## Performance Expectations:

### Proficient

- 1.4.12prof.Cn10a: Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.

Accomplished

1.4.12acc.Cn10a: Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.

Advanced

1.4.12adv.Cn10a: Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community and cultural perspectives.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

**Enduring Understanding:** As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.

**Essential Question:** What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

**Practices:** Affect, Expand

**Performance Expectations:**

Proficient

- 1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.
- 1.4.12prof.Cn11b: Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.

Accomplished

- 1.4.12acc.Cn11a: Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works.
- 1.4.12acc.Cn11b: Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work.

Advanced

- 1.4.12adv.Cn11a: Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems.
- 1.4.12adv.Cn11c: Justify the creative choices made in a devised or scripted theatre work based on a critical interpretation of specific data from theatre research.



## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.5 Visual Arts Standards by the End of Grade 2

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understandings:** Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

**Essential Questions:** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

**Practice:** Explore

#### Performance Expectations:

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understandings:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

**Essential Questions:** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

**Practice:** Investigate



**Performance Expectations:**

- 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

**Anchor Standard 3: Refining and completing products.**

**Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

**Essential Questions:** What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

**Practice:** Reflect, Refine, Continue

**Performance Expectations:**

- 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

**Presenting****Anchor Standard 4: Selecting, analyzing, and interpreting work.**

**Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation.

**Essential Questions:** How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

**Practice:** Analyze

**Performance Expectations:**

- 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Essential Questions:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

**Practice:** Select

**Performance Expectations:**

1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

**Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

**Essential Questions:** What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

**Practice:** Share

**Performance Expectations:**

1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

**Responding**

**Anchor Standard 7: Perceiving and analyzing products.**

**Enduring Understandings:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

**Essential Questions:** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

**Practice:** Perceive

**Performance Expectations:**

- 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.

### **Anchor Standard 8: Interpreting intent and meaning.**

**Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.

**Essential Questions:** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

**Practice:** Interpret

#### **Performance Expectations:**

1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

### **Anchor Standard 9: Applying criteria to evaluate products.**

**Enduring Understanding:** People evaluate art based on various criteria.

**Essential Questions:** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

**Practice:** Analyze

#### **Performance Expectations:**

1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

## **Connecting**

### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

**Essential Questions:** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

**Practice:** Synthesize

#### **Performance Expectations:**

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

**Enduring Understanding:** People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

**Essential Questions:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

**Practice:** Relate

**Performance Expectations:**

- 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.
- 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.



## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.5 Visual Arts Standards by the End of Grade 5

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understandings:** Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

**Essential Questions:** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

**Practice:** Explore

#### Performance Expectations:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understandings:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

**Essential Questions:** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

**Practice:** Investigate

**Performance Expectations:**

- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

**Anchor Standard 3: Refining and completing products.**

**Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

**Essential Questions:** What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

**Practice:** Reflect, Refine, Continue

**Performance Expectations:**

- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

**Presenting****Anchor Standard 4: Selecting, analyzing and interpreting work.**

**Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

**Essential Questions:** How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

**Practice:** Analyze

**Performance Expectations:**

- 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Essential Questions:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

**Practice:** Select

**Performance Expectations:**

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

### **Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues, communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

**Essential Questions:** What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

**Practice:** Share

**Performance Expectations:**

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

## **Responding**

### **Anchor Standard 7: Perceiving and analyzing products.**

**Enduring Understandings:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

**Essential Questions:** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

**Practice:** Perceive

**Performance Expectations:**

- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.

### **Anchor Standard 8: Interpreting intent and meaning.**

**Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.

**Essential Questions:** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

**Practice:** Interpret

**Performance Expectations:**

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

### **Anchor Standard 9: Applying criteria to evaluate products.**

**Enduring Understanding:** People evaluate art based on various criteria.

**Essential Questions:** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

**Practice:** Analyze

**Performance Expectations:**

1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

## **Connecting**

### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

**Essential Questions:** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

**Practice:** Synthesize

**Performance Expectations:**

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

**Enduring Understanding:** People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

**Essential Questions:** How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?



**Practice:** Relate

**Performance Expectations:**

- 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.
- 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.



## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.5 Visual Arts Standards by the End of Grade 8

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understandings:** Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

**Essential Questions:** What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

**Practice:** Explore

#### Performance Expectations:

- 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understandings:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

**Essential Questions:** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

**Practice:** Investigate

**Performance Expectations:**

- 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
- 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

**Anchor Standard 3: Refining and completing products.**

**Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

**Essential Questions:** What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

**Practice:** Reflect, Refine, Continue

**Performance Expectations:**

- 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

**Presenting****Anchor Standard 4: Selecting, analyzing and interpreting work.**

**Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation.

**Essential Questions:** How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

**Practice:** Analyze

**Performance Expectations:**

- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Essential Questions:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

**Practice:** Select

**Performance Expectations:**

1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

**Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

**Essential Questions:** What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

**Practice:** Share

**Performance Expectations:**

1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

**Responding**

**Anchor Standard 7: Perceiving and analyzing products.**

**Enduring Understandings:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

**Essential Questions:** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

**Practice:** Perceive

**Performance Expectations:**

- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

## Anchor Standard 8: Interpreting intent and meaning.

**Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.

**Essential Questions:** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

**Practice:** Interpret

### Performance Expectations:

1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

## Anchor Standard 9: Applying criteria to evaluate products.

**Enduring Understanding:** People evaluate art based on various criteria.

**Essential Questions:** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

**Practice:** Analyze

### Performance Expectations:

1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

## Connecting

## Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

**Enduring Understanding:** Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

**Essential Questions:** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

**Practice:** Synthesize

### Performance Expectations:

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

**Enduring Understanding:** People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

**Essential Questions:** How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

**Practice:** Relate

**Performance Expectations:**

- 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.



## 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.5 Visual Arts Standards by the End of Grade 12

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understandings:** Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

**Essential Questions:** What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

**Practice:** Explore

#### Performance Expectations:

Proficient

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
- 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

Accomplished

- 1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork.
- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Advanced

- 1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.
- 1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

#### Anchor Standard 2: Organizing and developing ideas.

**Enduring Understandings:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom

and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

**Essential Questions:** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate?

**Practice:** Investigate

### **Performance Expectations:**

Proficient

- 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.
- 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
- 1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Accomplished

- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.
- 1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues.

Advanced

- 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
- 1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

### **Anchor Standard 3: Refining and completing products.**

**Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

**Essential Questions:** What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?



**Practice:** Reflect, Refine, Continue

**Performance Expectations:**

Proficient

1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

Accomplished

1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Advanced

1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

## Presenting

### Anchor Standard 4: Selecting, analyzing, and interpreting work.

**Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.

**Essential Questions:** How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

**Practice:** Analyze

**Performance Expectations:**

Proficient

1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.

Accomplished

1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.

Advanced

1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

### Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

**Enduring Understanding:** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Essential Questions:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

**Practice:** Select

**Performance Expectations:**

Proficient

1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.

Accomplished

1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

Advanced

1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art.

**Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

**Essential Questions:** What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

**Practice:** Share

**Performance Expectations:**

Proficient

1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings

Accomplished

1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.

Advanced

1.5.12adv.Pr6a: Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.

## Responding

### Anchor Standard 7: Perceiving and analyzing products.

**Enduring Understandings:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

**Essential Questions:** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

**Practice:** Perceive

#### Performance Expectations:

Proficient

- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.

Accomplished

- 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

Advanced

- 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

### Anchor Standard 8: Interpreting intent and meaning.

**Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.

**Essential Questions:** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

**Practice:** Interpret

### **Performance Expectations:**

Proficient

1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Accomplished

1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Advanced

1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

### **Anchor Standard 9: Applying criteria to evaluate products.**

**Enduring Understanding:** People evaluate art based on various criteria.

**Essential Questions:** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

**Practice:** Analyze

### **Performance Expectations:**

Proficient

1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

Accomplished

1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Advanced

1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria.

## **Connecting**

### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

**Essential Questions:** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

**Practice:** Synthesize

**Performance Expectations:**

## Proficient

1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

## Accomplished

1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

## Advanced

1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

**Enduring Understanding:** People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

**Essential Questions:** How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

**Practice:** Relate

**Performance Expectations:**

## Proficient

- 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.
- 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.

## Accomplished

- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
- 1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

## Advanced

- 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
- 1.5.12adv.Cn11b: Assess the impact of an artist or group of artists on global issues, including climate change.