

**TITLE 210. STATE DEPARTMENT OF EDUCATION
CHAPTER 15. CURRICULUM AND INSTRUCTION**

SUBCHAPTER 3. PRIORITY ACADEMIC STUDENT SKILLS

PART 13. THE ARTS

210:15-3-114. Overview of Artistic Literacy

(a) Since 1990 The Arts have been part of core curriculum in Oklahoma. The ~~PRIORITY ACADEMIC STUDENT SKILLS (PASS)~~ in The Arts is a basic curriculum framework. Visual Arts and General Music objectives are grouped into the following four standards:

(1) General Music ~~language of music, music history and culture, music expression, music appreciation.~~

(2) Visual Art ~~language of visual art, visual art history and culture, visual art expression, visual art appreciation.~~

(b) Throughout the ages the arts have been used to express happiness, sorrow, love, and many other very real human emotions. The arts are often asked to express that which cannot be expressed through words. The ~~PRIORITY ACADEMIC STUDENT SKILLS (PASS)~~ suggest benchmarks in the understanding of the arts for all students. Why is it important for each student to understand the significance of the arts in a historical, cultural, or aesthetic sense? Should students be encouraged to create meaningful, interpretive, original, or creative expressions? Will meaningful arts instruction give students the confidence they need to explore and create at the very highest of educational standards? Anthropologists have found evidence of the use of art for purposes of discussion as early as 70,000 years ago. The arts that are created today will one day be our contribution to this ongoing discussion of the human experience.

(c) "There is a vitality, a life force, an energy, a quickening, that is translated through you into action, and because there is only one of you in all time, this expression is unique. And if you block it, it will never exist through any other medium and will be lost." (Martha Graham)

(d) A balance of instructional activities will provide students with a basic understanding of their knowledge of the Visual Arts and General Music. A quality fine arts program can contribute greatly to the development of each student's creative thinking and problem solving skills. Consequently, it is necessary to teach and assess all the competencies at each grade level.

(e) "In classrooms across the nation, experience has repeatedly demonstrated that when arts are taught in a comprehensive program, they are also a medium for developing cognitive skills that carry over into other areas. These include the abilities to see clearly, analyze, reflect, make judgments, and link information from diverse sources to generate new ideas." (Excerpt from the Getty Education Institute for the Arts publication.)

(a) **Visual art – general standards.** The visual arts curriculum is organized under four major strands: Presenting, Responding, Creating, and Connecting. Each strand provides a clear outline of what students are to know across grade levels while providing unifying threads of understanding in support of the goals and objectives within the Visual Art standards. Presenting, responding, creating, and connecting are the strands in which all aspects of visual art can be organized and defined as follows:

(1) **"Presenting"** refers to presenting or demonstrating something about an existing artwork, informally or formally, using a process that calls upon the technical expressive, and interpretive skills of the learner.

- (2) "**Responding**" refers to synthesizing knowledge of visual art in relation to history, culture, heritage, or other content areas, ideas, and life-long learning.
- (3) "**Creating**" refers to expressing ideas and feelings through the creating of visual art.
- (4) "**Connecting**" refers to analyzing, critiquing, describing, and evaluating visual artworks.

(b) **General music - general standards.** The strands define the major elements of music that are relevant across grade levels and provide unifying threads of understanding supporting the goals and objectives of the Oklahoma Academic Standards for General Music. Responding, Connecting, Performing, and Creating are the strands in which all aspects of music can be defined as follows:

- (1) "**Responding**" refers to listening, analyzing, critiquing, describing, evaluating, and moving to musical works.
- (2) "**Connecting**" refers to synthesizing knowledge of music in relation to history, culture, heritage, or other content areas, ideas, and life-long learning.
- (3) "**Performing**" refers to presenting or demonstrating an existing work, informally or formally; a process that calls upon the technical, expressive, and interpretive skills of the learner.
- (4) "**Creating**" refers to expressing ideas and feelings through improvising, composing, arranging, and interpreting music.

(c) **Media arts – general standards.** The Media Arts standards are embedded within the visual arts and general music content standards, and can be used to design curriculum in animation, film studies, graphic design, sound design and recording, digital photography, audio-video communication technology, broadcasting, journalism, performing arts, printing technology, telecommunications, and the visual arts.

210:15-3-114.1. Definitions for visual art

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

Absolute location means the location of a point on earth's surface which can be expressed by a grid reference (i.e., latitude and longitude).

Abstract art means a twentieth-century art movement which is nonrepresentational and in which the elements and principles of design may be stressed or shapes of real objects may be simplified or distorted. Noted artists include Piet Mondrian, Wassily Kandinsky and Jackson Pollack.

Acrylic paint means a nontoxic, water-based pigment available in tubes or jars and may be washed out of brushes.

Aesthetics means that branch of philosophy which focuses on the nature and value of art, the nature of beauty, and provides a criteria by which works of art are analyzed and evaluated.

Ancient art means prehistoric to approximately A.D. 330 (artifacts listed are a few of the noted contributions of these ancient cultures): Egyptian- including the Pyramids, Sphinx, hieroglyphics, columns and wall paintings, Greek - including architecture, pottery/vase decoration and sculpture, Roman - including panel paintings, portrait sculpture, and mosaics.

Architecture means the art form of designing and planning the building of structures such as homes, churches, bridges, shopping centers, office buildings, schools, etc. Architecture is common to all cultures throughout history.

"Art criticism" means the field of inquiry that describes, interprets and evaluates works of visual art, often by making comparative judgments.

"Art history" means the field of inquiry into the origins of visual art in worldwide and/or specific cultures, including the social, religious, cultural, philosophical, aesthetic and technological factors which influence changes in their production over time.

"Background" means part of the picture plane that seems furthest from the viewer, usually in the upper portion of the image.

"Ceramics" means making visual art from clay, a naturally occurring earth substance. The pottery is produced using this process, and is then fired in a kiln to make it stronger.

"Commercial art" means graphic art produced for purposes such as advertising and packaging.

"Composition" means arrangement of objects, shapes, colors in a work of art.

"Content" means message or theme the artist is trying to communicate in a particular work of art.

"Contour" means outline or outside edge of shapes. Contour lines will define something in a drawing, painting, or other work of art.

"Create" means ~~The~~ the process of producing works of visual art using various materials, media and techniques, usually of an original concept or idea, and involving higher-order thinking skills.

"Cubism" means a twentieth-century art movement begun in the 1900s, in which subject matter is broken up or separated into cubes and other geometric shapes. These artists rejected the use of proportion and emphasized the flatness of the painted subject and subjects are sometimes shown from several viewpoints at the same time. Noted artists include Pablo Picasso and Georges Braque.

"Design" means organization, plan or arrangement of a work of art.

"Drawing" means the art of representing objects, ideas, etc. on a surface using pencil, crayon, marker, pen, or other marking material to make lines or values, usually on a flat surface.

"Easel" means a freestanding upright support for a painter's canvas.

"Elements of art (design)" means the observable components of which all works of visual art are comprised, includes: line, shape, color, texture, value (light and dark), form, and space.

"Engraving" means an intaglio printmaking method in which a sharp tool called a burin is used to scratch lines into a metal plate. This technique is used to create a print.

"Expression" means a process of conveying ideas, feelings and meanings through selective use of the communicative possibilities of the visual arts.

"Folk art" means paintings and decorative objects made in a naïve style.

"Foreground" means part of the picture plane that seems closest to the viewer, usually in the lower portion of the image.

"Foreshortening" means a way of drawing or painting an object or person (using linear perspective) so that it seems to go back in space. Prominently used during the Renaissance.

"Impressionism" means a style of painting started in France in the 1860s. This style of art emphasized the effect of sunlight on objects and used small dabs of paint that are blended in the viewer's eyes to imitate reflected light. Noted artists include Edgar Degas, Pierre-Auguste Renoir, Mary Cassatt and Claude Monet.

"Landscape" means a painting, drawing, photograph, or other work of art, which shows natural or outdoor scenes, such as rivers, lakes, mountains, or trees.

"Loom" means a machine or frame for weaving.

"Materials" means the resources used in (1) the creation of works of visual art, including such as canvas, clay, fabrics, fibers, film, paint, paper, wood, etc.; and, (2) the study of works of art, such as art reproductions, books, video cassettes, film strips, slides, etc.

"Media" means visual artworks are grouped according to the materials used to produce them, such as film, oils, pen and ink, pencils and watercolors, etc.

"Medium" means material used by an artist to produce a work of art. May also refer to the liquid mixed with pigment to make paint.

"Middle ground" means area of a picture between foreground and background.

"Mixed media" means creating artwork that uses more than one medium or technique in combination.

"Modern art" means the latest styles of art, often associated with revolutionary ideas and styles in art, architecture, and literature. The art that developed in the early 20th century as a reaction to traditional forms.

"Mosaic" means floor or wall decoration made of small pieces of stone, ceramic, shell, or glass set into plaster or cement.

"Original" means artwork not copied or imitated from the work of someone else.

"Paint" means pigments (color) mixed with oil or water. Pigment particles in paint stick to the surface of the support material on which the paint is applied.

"Paint brush" means a brush used to apply paint to the surface of different support materials.

"Paper maché" means modeling material made of mashed newspaper and liquid paste.

"Perception" means visual and sensory awareness, discrimination and integration of impressions, conditions and relationships with regard to objects, images and feelings.

"Perspective" means a system for giving the illusion of three-dimensional space on a two-dimensional surface.

"Photographer" means person using the technique of photography to capture optical images on light sensitive surfaces.

"Picture plane" means the surface of a painting or drawing.

"Portrait" means an image of a person's face.

"Post-Impressionism" means a French art movement that immediately followed Impressionism, in the 1880s and 1890s. Artists emphasized light, shadow, and color and added dimensions of psychological depth and emotional involvement in their art. Noted artists included Paul Cézanne, Vincent van Gogh and Paul Gauguin.

"Pottery" means a ceramic container made from clay, and then fired in a kiln.

"Primary colors" means the basic colors of red, yellow, and blue from which it is possible to mix all other colors on the color wheel.

"Principles of design" means refer to the different ways the elements of design may be used in works of art in the Western European tradition, such as: balance, rhythm, center of interest, emphasis, contrast, repetition, movement, variety, and unity. Although, works from cultures that are not part of the Western European tradition may give evidence of such principles, they were not created according to these principles and should not be judged by them.

"Print, printmaking" means the art process used to produce an impression from one surface to another and may be repeated one or more times to produce identical images. Several basic printing processes used in the classroom include stencil, block, and monoprint.

"Process" means a complex operation involving a number of methods or techniques, such as the additive/subtractive process in sculpture, or the etching/intaglio processes in printmaking.

"Renaissance" means a revival or rebirth. An art movement during the fourteenth and fifteenth century, during which time advances in painting were made, including perspective and foreshortening. Noted artists of the time include Leonardo Da Vinci, Michelangelo and Raphael.

"Rubbing" means technique of transferring textural qualities of a surface to paper by placing the paper over the surface and repeatedly rubbing over the top of the paper with crayon or pencil until the image is clearly visible on the paper.

"Sculpture" means a three-dimensional work of art, which may be carved, modeled, constructed, or cast.

"Secondary colors" means the three colors obtained by mixing equal parts of two primary colors: red + yellow = orange; red + blue = violet; blue + yellow = green.

"Shade" means a dark value of a color made by adding black to it. Opposite of a tint.

"Shadow" means shaded areas in a drawing painting photograph, or other work of art. Shadows show the surface of the subject that reflects the least light, and are used to create the illusion of form. Opposite of highlight.

"Still life" means a painting, drawing, photograph, or other work of art that shows an arrangement of inanimate objects.

"Style" means an artist's or group of artists' characteristic way of making art or expression, often typical of a cultural group or time period.

"Subject matter" means the categories for identifying the type of content in visual works of art, such as abstractions, animals, landscapes, genre (people in everyday activities), human figures, cityscapes, seascapes, etc.

"Symbol" means a visual image that stands for or represents something else.

"Techniques" means the processes by which art materials and media are used to create/produce works of visual art, such as carving, drawing, painting, printing, etc.

"Technologies" means complex equipment used in the study and creation of art, such as lathes, presses, computers, lasers and video equipment.

"Three-dimensional" means having three qualities including depth, height, and breadth, as in a sculpture, for example.

"Tint" means light value of a color made by mixing the color with white.

"Tools" means instruments and equipment used by students to create and learn about art, such as brushes, scissors, brayers, easels, kilns, carving tools and cameras.

"Two-dimensional" means flat. Having only two qualities of height and breadth, as in a drawing or painting, for example.

"Vanishing point" means in perspective, the point at which receding lines seem to converge and vanish.

"Visual arts" means a broad category that includes the traditional fine arts, such as drawing, painting, printmaking and sculpture; communication and design arts such as film, television, graphics and product design; architecture and environmental arts such as urban, interior and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper and other materials.

210:15-3-114.2. Definitions for music

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

"AB form" means a musical plan that has two different parts, or sections.

"ABA form" means a musical plan that has three sections. The first and last sections are the same. The middle section is different.

"Accelerando" means to perform gradually faster.

"Accompaniment" means vocal or instrumental parts that accompany a melody.

"Acoustic instruments" means traditional musical instruments that produce sound and amplify it by natural means (piano, guitar, trumpet, etc.), as opposed to instruments that produce and amplify sound electronically (synthesizers, sound modules, etc.).

"Acoustics" means the science of sound generation.

"Alto" means the lowest female voice.

"Allegro" means a quick and lively tempo.

"Andante (ahn-DAHN-tay)" means a walking pace, flowing (tempo).

"Articulation" means the degree to which notes are separated or connected such as staccato or legato.

"A tempo" means return to the previous tempo.

"Atonal" means a type of music in which tones and chords are not related to a central keynote.

"Augmentation" means a compositional device in which a melodic line is repeated in longer note values.

"Augmented interval" means a major or perfect interval raised by a half step.

"Aural" means relating to the sense of hearing, listening.

"Ballad" means a narrative song.

"Ballet" means a dance performance, often involving a narrative or plot sequence, usually accompanied by music. A ballet is characterized by conventional steps, poses, and graceful movements including leaps and spins. ~~Women ballet dancers often wear pointed shoes to perform steps balancing on the tips of their toes.~~

"Bar line" means a vertical line dividing the music into measures, on the staff.

"Baroque" means 1600-1750. ~~Secular music predominated over sacred music and there was a certain "theatrical" spirit of elaborate design in the music, painting, and architecture. Polyphony and counterpoint from the Renaissance still predominate but homophonic texture (melody with chordal accompaniment) gains importance. New instrumental forms (solo sonata, concerto grosso, overture, etc.) and vocal forms (aria, recitative, opera, oratorio, and cantata, etc.) were developed. Noted composers of the time include Bach, Vivaldi, Handel.~~

"Bass" means the lowest male singing voice.

"Bass clef" means the symbol placed on the five-line staff in traditional notation that tells you that the fourth line of the staff is the note F.

"Beat" means the consistent pulse that occurs throughout a rhyme, song or recorded musical selection.

"Body percussion" means sounds produced by the use of the body (e.g., clap, pat, slap, tap, stamp, etc.).

"Bluegrass" means a type of American country music using acoustic instruments.

"Blues" means a genre of African-American music often expressing suffering, hardship and longing.

"Brass family" means wind instruments made out of metal with either a cup or funnel-shaped mouthpiece, such as trumpet, cornet, bugle, trombone, tuba, euphonium, saxophone, and French horn.

"Cadence" means a chordal or melodic progression which occurs at the close of a phrase, section or composition which gives the feeling of a temporary or permanent ending.

"Call and response" means a song style that follows a simple question and answer pattern in which a soloist leads and a group responds.

"Canon" means a musical form in which a melody is imitated exactly in one or more parts. Similar to a *round*.

"Chord" means a combination of three or more tones sounded simultaneously.

"Chorus" means the repetitive part of a song that occurs between the verses; also a large group of singers.

"Classical" means 1750-1820, referred to as the "Age of Enlightenment"; the meaning of "classicism" in music relates to the ancient Greek ideals of objectivity, emotional restraint, and a balanced clear musical form of short, regular phrases. Instrumental music surpassed vocal music in popularity. More attention was given to dynamic shading (getting gradually louder or softer). Dissonant sounds were resolved into consonant sounds. Noted composers of the time include Wolfgang Amadeus Mozart, Ludwig van Beethoven, Franz Joseph Haydn.

"Classroom instruments" means instruments typically used in the general music classroom, including, for example: recorder-type instruments, autoharp, mallet instruments, simple percussion, keyboard, and electronic instruments.

"Clef" means a symbol placed at the beginning of the staff to indicate the pitch of the notes on the staff (treble clef and bass clef).

"Coda" means closing section of a composition.

"Collage" means twentieth century technique of making art in which various materials, such as paper, photographs, fabric, string, etc., are pasted on a flat surface.

"Common time" means 4/4 meter.

"Compound meter" means a type of meter in which the beat is divided into threes or sixes.

"Compose/Composer" means a person who writes music.

"Composition" means the completed arrangement of music creation of original music by organizing sound which is usually written for others to perform.

"Concert" means a musical performance for an audience, requiring the cooperation of several musicians.

"Concerto" means a musical work for a soloist and orchestra.

"Conductor" means director of an orchestra or chorus.

"Contemporary" means 1900 to present. There are many different musical trends occurring simultaneously, including music for film and television. Some of the broader tendencies of modernism are Neoromanticism, Expressionism, Neoclassicism, American jazz/blues, popular music for Broadway and film. Noted composers of the time include Igor Stravinsky, Aaron Copeland, Duke Ellington.

"Contour" means the direction of a melodic line.

"Countermelody" means an independent melody which complements the main melody.

"Crescendo" means gradually louder.

"Cue" means a signal given by the director of a performing group to begin either at the beginning of the music or after they have concluded a section at rest.

"Cut time" means a meter in which there are two beats in each measure and a half note receives one beat.

"Dal segno, D.S. al fine" means repeat from the sign to fine (the end).

"Da capo, D.C. al fine" means repeat from the beginning to the fine to (the end).

"Decrescendo" means gradually softer. Synonymous with diminuendo.

"Diminution" means the shortening of note values.

"Duet" means a composition performed by two performers.

"Duration" means how long a sound lasts.

"Dynamics" means varying degrees of loud and soft (pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, sforzando).

"Elements of music" means: ~~pitch—the highness or lowness of a particular note; rhythm—beats per measure; harmony—two or more tones sounding together; dynamics—varying degrees of loud and soft; number of sounds occurring simultaneously; form—the organization of a musical composition; tempo—the speed or pace of music; melody—a succession or pattern of musical tones or pitches; tone color—the quality of sound of an instrument or voice.~~

- (1) Melody – a succession or pattern of musical tones or pitches;
- (2) Rhythm – the duration of musical sounds and silences;
- (3) Harmony – two or more tones sounding together;
- (4) Form – the organization of a musical composition;
- (5) Tone color – The quality of sound of an instrument or voice;
- (6) Pitch – The highness or lowness of a particular note;
- (7) Tempo – The speed or pace of music;
- (8) Dynamics – Varying degree of loud and soft;
- (9) Texture – number of sounds occurring simultaneously.

"Flat" means ♭ - a symbol that lowers the pitch of a note one-half step.

"Folk music" means music of a particular people, nation or region, originally transmitted orally, sometimes as a rhythmic accompaniment to manual work or to mark a specific ritual.

"Form" means the organization of a musical composition according to its sections of repetition, contrast, variation or development.

"Forte- f" means loud (dynamic).

"Fortissimo - ff" means very loud (dynamic).

"Four sections of an orchestra" means:

(1) woodwind Woodwind instruments - include the flute, oboe, piccolo, English horn, clarinet, bassoon, contrabassoon, and saxophone. Many of these instruments are pipes perforated by holes in their sides, which produce musical sound when the columns of air within them vibrate by blowing on a mouthpiece.

(2) String instruments - include the violin, viola, cellos (or cello), and double bass. All of these have strings that produce sound when stroked with a bow or plucked.

(3) Brass instruments - include the French horn, trumpet, trombone, and tuba, all of which have metal instrument bodies and mouthpieces.

(4) Percussion instruments - musical instruments that are struck or shaken to produce a sound, includes tympany, bass drum, snare drum, cymbals, triangle, gongs, glockenspiel, and xylophone and marimba.

"Fugue" means a composition in which three or more voices enter one after the other and imitate the main melody in various ways according to a set pattern.

"Genre" means a category of musical composition, such as symphony, opera, string quartet, cantata, concerto, etc.

"Harpsichord" means a keyboard instrument of European origin, resembling a piano and having horizontal strings plucked by leather or quill points connected to the keys.

"Harmony" means two or more tones sounding together.

"Impressionism" means 1880-1918. This style was centered mostly in France. The composers developed a new musical "language" that has affected music even to the present day. Composers experimented with new coloristic effects in instruments and the voice and in harmonies, new combinations of scales and rhythms. There were parallels to the artwork of the time in the "feeling" of lightness and exoticism in the music. Noted composers of the time include Claude Debussy, Maurice Ravel.

"Improvisation" means a spontaneous creation of music.

"Instrument groupings or instrument families" means classification of instruments by the way or material by which sound is made (i.e. strings, brass, percussion, wind).

"Interval" means the distance between two tones.

"Intonation" means the degree to which pitch is accurately produced in performance, by the musicians in an ensemble.

"Jazz" means a popular style of music characterized by strong, prominent meter, improvisation, and dotted or syncopated patterns.

"Key signature" means the sharps and flats placed at the beginning of a composition or line of music denoting the scale on which the music is based. "Major key" means tonally, a key based on a major scale; a scale that contains the following step pattern: whole, whole, half, whole, whole, whole, half; or uses the sol-fa tones of *do, re, mi, fa, so, la, ti, do*.

"Major scale" means a scale built on the pattern of two whole steps, one half step, three whole steps, and one half step.

"Measure" means a group of beats in written music, set off by vertical lines; the notes and rests comprised between two vertical bar lines.

"Melody" means a succession or pattern of musical tones or pitches. Arranging these pitches creates a specific tonal and rhythmic succession of sounds that makes each piece recognizable and expresses a musical idea or tune.

"Meter" means the grouping of accented and unaccented beats in a pattern of two (ONE, two, ONE, two) or three (ONE, two, three, ONE, two, three) or combinations of two and three, which gives internal organization, consistency and flow to the music.

"Meter signature" means an indication at the beginning of a musical work, the lower number indicates the unit of measurement kind of note to receive one beat, and the upper number of which indicates the number of beats units that make up a measure (see also "time signature").

"Mezzo forte - mf" means medium loud.

"Mezzo piano - mp" means medium soft.

"MIDI" means an acronym for Musical Instrument Digital Interface. The standard specifications that enable electronic instruments to communicate with one another and with computers.

"Minor key" means tonally, a key based on a minor scale; a scale that contains the following step pattern: whole, half, whole, whole, half, whole, whole; or uses the sol-fa tones of *la, ti, do, re, me, fa, so, la*.

"Minor scale" means a scale built on the pattern of one whole step, one half step, two whole steps, one half step, and two whole steps.

"Mixed meter" means a mixture of duple and triple meters.

"Mode" means a type of scale with a specific arrangement of intervals (e.g., Aeolian, Dorian, Ionian, Locrian, Lydian, Mixolydian, and Phrygian).

"Motive" means a short melodic or rhythmic pattern.

"Movement" means the principal division or section of a musical composition.

"Notation" means a method in which music is written down, usually on a staff, indicating specific pitches and the duration of each pitch. In Western culture, this system works just like fractions (e.g., whole notes, half notes, quarter notes, eighth notes, sixteenth notes).

"Note" means a musical symbol that denotes both pitch and duration.

"Opera" means a theatrical performance involving a drama, the text of which is sung to the accompaniment of an orchestra.

"Opera glasses" means small decorative low-powered binoculars for use by people in the audience at theatrical, operatic, or ballet performances.

"Orchestra" means group of musicians playing together on instruments. In Western music, the orchestra typically includes string, wind, brass and percussion instrument groupings.

"Ostinato" means a rhythmic or melodic accompaniment figure repeated continually.

"Overture" means an extended orchestral introduction to an opera, ballet, or similar type of musical presentation.

"Percussion family" means instruments that produce sounds of definite or indefinite pitch when shaken or struck including tympani, bass drum, snare drum, xylophone, marimba, cymbal, triangle, chimes,, and piano.

"Percussive sounds" means sounds made by striking, shaking and/or scraping.

"Phrase" means a relatively short portion of a melodic line which expresses a musical idea, comparable to a line or sentence in poetry.

"Phrasing" means dividing musical sentences into melodic and/or rhythmic sections, similar to the effect of punctuation in language.

"Pianissimo" means very soft.

"Piano" means a large musical instrument consisting of a wooden case with wires stretched inside it and a row of white and black keys.

"Piano - p" means soft; pianissimo -pp - very soft (dynamic). Italian for "soft."

"Pitch" means the highness or lowness of a particular note.

"Polyphony" means the simultaneous combination for different melodies and rhythms.

"Prelude" means an introductory movement of a piece.

"Presto" means very fast tempo.

"Prima donna" means the principal female singer in an opera.

"Quartet" means a composition for four instruments or voices.

"Range" means pitches from low to high which a singer or instrumentalist may perform.

"Refrain" means a short section of repeated music which occurs at the end of each stanza.

"Reggae" means Jamaican dance music, mixing African and Caribbean rhythms.

"Renaissance" means 1400-1600. This period is referred to as the "Golden Age of Polyphony" (~~poly many, and phony sounds~~), where there are two or more melodic lines sounding simultaneously. Vocal music predominated but instrumental music had increased interest as an independent style. Music was heard in church as well as the households of the aristocracy and upper classes. There was more of a tendency to use major/minor tonality rather than modality, as in the Medieval times. Noted composers of the time include Gabrielli, Monteverdi, Palestrina.

"Repertoire" means a variety of musical pieces.

"Repetition" means music that is the same, or almost the same, as music that was heard earlier.

"Rests" means symbols used to represent silence between notes.

"Rhythm" means the term which denotes the organization of sound in time or the proportion or duration of notes. Beats per measure.

"Rhythm pattern" means a group of long and short sounds/silences.

"Ritardando" means to perform gradually slower.

"Romantic" means ~~1820-1900. During the nineteenth and early twentieth century Romantic music was expressive and exciting, and stressed the expression of feeling using a wide dynamic range, expanded harmonies of new chords and progressions. Noted composers of the time include Johannes Brahms, Richard Wagner, Franz Schubert, Robert Shumann.~~

"Rondo" means a composition consisting of a recurring theme alternating with contrasting sections.

"Rondo form" means a musical form in which a section is repeated, with contrasting sections in between, such as ABACA.

"Round" means a song imitated at the same pitch by a second (or third) group of singers who begin at a designated time during the song (e.g., "Row, row, row your boat").

"Scale" means an organization of pitches in ascending or descending sequence.

"Score" means the written depiction of all the parts of a musical ensemble with the parts layered vertically and rhythmically aligned.

"Sequence" means the repetition of a melodic ensemble with the parts layered vertically and rhythmically aligned.

"Sharp - #" means a symbol which raises the pitch of a note one-half step.

"Solo" means playing or singing alone. A solo performer is called a soloist.

"Sonata" means an instrumental piece in several movements.

"Sonata - allegro form" means a return form consisting of three sections: exposition, development, and recapitulation.

"Soprano" means the highest female voice.

"Soul music" means a form of rhythm and blues.

"Staccato" means playing notes in a distinct, detached, separated manner. Staccato is represented by dots placed directly above or below the notehead.

"Staff" means the musical graph ladder made up of a set of five parallel lines and four spaces on which music is written and makes it easy for you to tell how high or low a sound is. The lines and spaces are counted from the bottom up, to the top.

"Staves" means the plural of staff. The five parallel lines on which music is written.

"String instrument family" means instruments with strings that produce sound when plucked, bowed, or struck including violin, viola, cello, and bass.

"String quartet" means an ensemble of four stringed instruments including two violins, a viola, and a cello, also music performed by the ensemble.

"Style" means the distinctive or characteristic manner in which the elements of music are treated.

"Swing era" means a period of music from 1935 to 1945.

"Symphony" means a musical work for a large orchestra usually in four movements (e.g., Symphony No. 5 by Beethoven).

"Syncopation" means deliberate shifting of the pattern of strong and weak beats.

"Synthesizer" means a machine that produces sound electronically.

"Tempo" means the speed or pace of music. Musical tempos are expressed in Italian and include *lento*, (very slow); *adagi adagio*, (slow); *moderato* (moderate); *allegro*, (lively); *presto*, (fast); *and vivace*, (very fast).

"Tenor" means the highest male voice.

"Texture" means the way individual parts of music are layered or the number of sounds occurring simultaneously.

"Theme" means a melody that assumes importance in a composition because of its central and continued use.

"Theme and variation" means an important melody that is heard and repeated several times throughout a musical composition. Variations occur when the theme is stated and then altered in successive statements. (e.g., key changes, tempo, melodic elaborations, etc.).

"Timbre" means the quality of sound of an instrument or voice.

"Time signature" means the meter (number of beats per measure and kind of note getting one beat, e.g., 2/4 or 3/4 or 4/4 meter). See "meter signature."

"Tonality" means the key or tonal center of a piece of music.

"Tone Color" means the quality of sound of an instrument or voice.

"Tone poem" means a programmatic work for a symphony.

"Transposition" means the process of changing the key of a composition.

"Treble" means high in pitch.

"Treble clef" means a symbol placed on the five-line staff in traditional notation indicating the pitch of the notes and locating G on the second line from the bottom.

"Triad" means a three-note chord consisting of root, third, and fifth.

"Triple meter" means beats grouped into a set of three.

"Twelve-bar blues" means a chord pattern often used in blues music based on the I, IV, and V chords and the blues scale in specific order within twelve (12) bars.

"Twelve-tone scale" means a scale constructed of all twelve half steps within an octave and organized in a specific order called a tone row.

"Two-part songs" means songs written for performance by two distinct voices.

"Vibrato" means a slight wavering or pulsating of tone.

"Virtuoso" means a performer with brilliant, flawless technique.

"Unison" means two or more parts performing the same pitches or melody simultaneously.

"Waltz" means a dance in triple meter, made famous in Vienna in the late 1800s.

"Wind Woodwind instrument family" means instruments originally made of wood, in which sound is produced by the vibration of air including piccolo, flute, clarinet, oboe, English horn, bassoon, and contrabassoon.

210:15-3-115. The arts for grade 1

(a) Visual art.

(1) **Standard 1 - Language language of Visual visual art: "Presenting".** The student will identify and communicate using a variety of visual art terms. (e.g., collage, design, original, portrait, paint, subject, etc.).

(A) Use appropriate art vocabulary to describe art.

(B) Name elements of art, including; line, color, form, shape, texture, value and space.

(C) Name the principles of design, including; rhythm, balance, contrast, movement, center of interest (emphasis) and repetition.

(D) Use the elements of art and principles of design.

(2) **Standard 2 - Visual art history and culture: "Responding".** The student will recognize the development of visual art from a historical and cultural perspective.

- (A) Understand art reflects a culture.
 - (B) Identify connections between visual arts and other arts disciplines.
 - (C) Identify specific works of art produced by artists in different cultures, times and places.
 - (D) Use appropriate art terminology to express personal opinions about art.
- (3) **Standard 3 - Visual art expression: "Creating".** The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art.
- (A) Experiment in color mixing with various media.
 - (B) Use a variety of subjects, basic media and techniques in making original creating visual art, including drawing, painting, and sculpture, collage, and mixed media.
 - (C) Demonstrate beginning skills of composition using the elements of art and principles of design.
 - (D) Use art media and tools in a safe and responsible manner to create visual art.
- (4) **Standard 4 - Visual art appreciation: "Connecting".** The student will appreciate and utilize visual art as a vehicle of human expression to make interdisciplinary connections and informed aesthetic decisions.
- (A) Demonstrate appropriate behavior while attending a visual arts art exhibition in a museum or art gallery.
 - (B) Demonstrate respect for their work personal artwork and the work artwork of others.
 - (C) Demonstrate thoughtfulness and care in completion of artworks.
 - (D) Identify learning connections between visual art and concepts from other disciplines such as mathematics, science, English language arts, social studies, and media arts.
- (b) **General music.**
- (1) **Standard 1 – Language language of music: "Responding".** The student meaningfully engages with the artform through reading, notating, and/or interpreting music. will read, notate and interpret music.
- (A) Identify Explore the elements of music:
 - (i) Melody (e.g., high and low, upward and downward, leaps and repeats)
 - (ii) Rhythm (e.g., strong and weak beats, steady beat, meter in 2/4, and long and short sounds)
 - (iii) Harmony (e.g., sing accompanied, sing unaccompanied, and perform ostinato pattern as accompaniment)
 - (iv) Form (e.g., introduction, repetition/contrast, solo/chorus, and verse/refrain)
 - (v) Tone color Color (e.g., classroom percussion instruments, sounds from nature, machines, or the environment, and orchestra instruments from each family of instruments - trumpet, clarinet, violin, tympani)
 - (vi) Pitch (high and low)
 - (vii) Tempo (fast and slow, getting faster or slower); and
 - (viii) Dynamics (loud and soft, getting louder or softer)
 - (B) Use Identify a system of syllables, numbers or letters to demonstrate basic notation:
 - (i) Rhythmic (e.g., quarter note, quarter rest, paired eighth notes)
 - (ii) Melodic (e.g., sol, mi, la or 5, 3, 6)
 - (C) Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, hopping, playing classroom instruments, or chanting. Recognize basic features of familiar and unfamiliar songs:
 - (i) Dynamics loud and soft

- (ii) ~~Tempo~~ fast and slow
(iii) ~~Form~~ same and different
- (D) While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
- (2) **Standard 2 - music Music history and culture: "Connecting"**. The student ~~will recognize~~ recognizes the development of music from ~~an~~ a historical and cultural perspective.
- (A) Sing and perform action songs, chants, rhymes, singing games and dances from a variety of cultures.
 - (B) Recognize ~~American~~ music, including ~~from our country~~, work songs, holiday songs, and music ~~from different countries related to citizenship~~.
 - (C) Identify music and instruments from different cultures.
 - (D) ~~Recognize and practice appropriate audience or performer behavior that is appropriate for the context and style of music performed~~.
 - (E) Demonstrate respect for music performed by others.
- (3) **Standard 3 - music Music expression: "Performing"**. The student ~~presents or demonstrates an existing work, formally or informally, with appropriate expressive and technical skills. will perform, imitate, and compose a variety of music within specific guidelines.~~
- (A) Participate in music through singing and/or playing instruments.
 - (B) Match pitches, sing in tune and use appropriate tone and expression.
 - (C) ~~Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, hopping, playing classroom instruments, or chanting~~.
 - (D) Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
 - (E) Play simple pitch patterns (tones) on instruments, such as bells or xylophones.
 - (F) ~~While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones)~~.
 - (G) ~~Respond to unfinished short melodic patterns using voice or classroom instruments~~.
- (4) **Standard 4 - music Music appreciation: "Creating"**. The student ~~understands and uses musical tools, including active listening to create and evaluate original works. will learn to appreciate music and expand their listening beyond music currently familiar to the student~~.
- (A) ~~Answer unfinished short melodic patterns using voice or classroom instruments (improvisation). and practice appropriate audience or performer behavior appropriate for the context and style of music performed~~.
 - (B) ~~Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation. Demonstrate respect for music performed by the student and by other students and professional performers~~.
 - (C) Discuss likes and dislikes of music of different styles.
 - (D) ~~Recognize basic features of familiar and unfamiliar songs~~.

210:15-3-116. The arts for grade 2

(a) Visual art.

- (1) **Standard 1 – Language language of visual Visual art: "Presenting"**. The student will identify ~~and communicate using a variety of visual art terms. (e.g., collage, design, original, portrait, paint, subject, etc.)~~.

- (A) Use appropriate art vocabulary to describe art.
- (B) Name and describe elements of art, including; line, color, form, shape, texture, value and space.
- (C) Name and describe the principles of design, including; rhythm, balance, contrast, movement, center of interest (emphasis) and repetition.
- (D) Use the elements of art and principals principles of design to communicate ideas.

(2) **Standard 2 - Visual art history and culture: "Responding"**. The student will recognize the development of visual art from a historical and cultural perspective.

- (A) Understand art reflects the culture of its origin.
- (B) Identify connections between characteristics of the visual art arts and other art arts disciplines.
- (C) Identify specific works of art produced by artists in different cultures, times and places.
- (D) Use appropriate art terminology to express personal opinions about art.

(3) **Standard 3 - Visual art expression: "Creating"**. The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art.

- (A) Experiment in color mixing with various media.
- (B) Use a variety of subjects, basic media and techniques in making original visual art, including drawing, painting, weaving, sculpture, and ceramics, collage, and mixed media.
- (C) Demonstrate beginning skills of composition using the elements of art and principles of design.
- (D) Use art media and tools in a safe and responsible manner to make visual art.

(4) **Standard 4 - Visual art appreciation: "Connecting"**. The student will appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions, as a vehicle of human expression.

- (A) Demonstrate appropriate behavior while attending a visual arts art exhibition in a museum or art gallery.
- (B) Demonstrate respect for personal artwork their work and the artwork work of others.
- (C) Demonstrate thoughtfulness and care in completion of artworks.
- (D) Identify learning connections between visual art and concepts from other disciplines, such as mathematics, science, English language arts, social studies and media arts.

(b) General music.

(1) **Standard 1 – Language language of music: "Responding"**. The student meaningfully engages with the artform through reading, notating, and/or interpreting music. will read, notate and interpret music.

- (A) Identify the elements of music Explore the elements of music, including:
 - (i) Melody (e.g., steps, leaps, and repeated tones, melody patterns, high and low, upward and downward, motives, and repeated phrases)
 - (ii) Rhythm (e.g., strong and weak beats, steady beat, meter in 2/4 and 3/4, long and short sounds, and rhythm patterns in songs and ostinatos)
 - (iii) Harmony (e.g., sing accompanied, sing unaccompanied, perform ostinato patterns as accompaniment, sing to chordal accompaniment)
 - (iv) Form (e.g., introduction, coda, repetition/contrast, solo/chorus, and AB)
 - (v) Tone Color (classroom percussion instruments, identify trumpet, clarinet, violin, tympani, different tone quality of an individual or group)

- (iv) Rhythm (strong and weak beats, meter in 2/4 and 3/4, long and short sounds, rhythm patterns in songs and ostinatos).
 - (v) Form (introduction, coda, repetition/contrast, solo/chorus, AB)
 - (vi) Pitch (e.g., high and low/higher and lower)
 - (vii) Tempo (e.g., fast and slow, gradually faster and slower, and suddenly faster and slower)
 - (viii) Dynamics (e.g., loud and soft, gradually louder and softer, suddenly louder and softer)
- (B) Identify Use a system of syllables, numbers, or letters to demonstrate basic notation:
- (i) Rhythmic (e.g., quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, and whole rest)
 - (ii) Melodic (e.g., sol, mi, la, do or 5, 3, 6, 1)
- (C) Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, hopping, playing classroom instruments, or chanting. Recognize basic features of familiar and unfamiliar songs:
- (i) Dynamics - loud and soft, gradual change of louder and softer
 - (ii) Tempo - fast and slow, gradual change of faster and slower
 - (iii) Form - same and different
- (D) While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
- (E) Discuss likes and dislikes of music of different styles.
- (2) Standard 2 - Music history and culture: "Connecting". The student recognizes the development of music from an a historical and cultural perspective.
- (A) Sing and perform action songs, chants, rhymes, singing games and dances from a variety of cultures.
 - (B) Recognize American music, from our country, including work songs, holiday songs and music related to citizenship, from different countries.
 - (C) Identify music and instruments from different cultures. (i.e. e.g., koto, maracas, Native American flute, African talking drum, etc.).
 - (D) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
 - (E) Demonstrate respect for music performed by others.
- (3) Standard 3 - Music expression: "Performing". The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills. will perform, imitate, and compose a variety of music within specific guidelines.
- (A) Participate in music through singing (e.g., echo singing) and/or playing instruments (e.g., body percussion and melodic ostinatos).
 - (B) Match pitches, sing in tune (C-scale range), and use appropriate tone and expression.
 - (C) Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, hopping, sliding, playing classroom instruments, or chanting.
 - (D) Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
 - (E) Play simple pitch patterns (tones)melodies by rote on instruments, such as bells or xylophones.

- (F) While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
(G) Respond to unfinished short melodic patterns using voice or classroom instruments.
(HE) Perform solos and in groups.

(4) **Standard 4 - Music**~~music~~ appreciation: "Creating". The student understands and uses musical tools, including active listening to create and evaluate original works. ~~will learn to appreciate music and expand their listening beyond music currently familiar to the student.~~

- (A) Answer unfinished short melodic patterns using voice or classroom instruments (improvisation). ~~Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.~~
(B) Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation. ~~Demonstrate respect for music performed by the student and by other students and professional performers.~~
(C) Discuss likes and dislikes of music of different styles.
(D) Recognize basic features of familiar and unfamiliar songs.
(E) Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).

210:15-3-117. The arts for grade 3

(a) Visual art.

- (1) **Standard 1 – Language language of Visual visual art: "Presenting"**. The student will identify and communicate using a variety of visual art terms. ~~(e.g., collage, design, original, portrait, paint, subject, etc.).~~
- (A) Use appropriate art vocabulary to describe art.
(B) Name, describe, and understand the elements of art, including: line, color, form, shape, texture, value and space.
(C) Name, describe, and understand the principles of design, including: rhythm, balance, contrast, movement, center of interest (emphasis) and repetition.
(D) Use the elements Understand the characteristics of art and use the elements of art and principles principals of design to creatively express original ideas.
- (2) **Standard 2 - Visual art history and culture: "Responding"**. The student will recognize the development of visual art from a historical and cultural perspective.
- (A) Understand that art reflects and describes the culture of its origin.
(B) Identify connections between different styles of the visual arts and other art disciplines.
(C) Identify specific works of art produced by artists at different times and places, including European, American, Native American, African American, Asian, European, and Hispanic, and Asian art produced, at different times and places.
(D) Use appropriate art terminology to express personal opinions about art.
(E) Understand how the visual arts are reflected in the culture, traditions, and history of Oklahoma.
- (3) **Standard 3 - Visual art expression: "Creating"**. The students student will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art.
- (A) Experiment in color mixing with various media.

- (B) Use a variety of subjects, basic media and techniques in ~~making~~ creating visual original art including drawing, painting, weaving, sculpture, ceramics, collage, and mixed media, ~~printmaking, and ceramics~~.
- (C) Demonstrate understanding and knowledge of composition using the elements of art and principles of design.
- (D) Use art media and tools in a safe and responsible manner to create visual art.
- (4) **Standard 4 - Visual art appreciation: "Connecting"**. The student will appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions, as a vehicle of human expression.
- (A) Demonstrate appropriate behavior while attending a visual art ~~arts~~ exhibition in a museum or art gallery.
- (B) Demonstrate respect for their work personal artwork and the work of others.
- (C) Demonstrate thoughtfulness and care in completion of artworks.
- (D) Make learning connections between visual art and other disciplines, such as mathematics, science, English Language Arts, social studies, and media arts.
- (b) **General music.**
- (1) **Standard 1 – Language language of music: "Responding"**. The student will read, notate and interpret meaningfully engages with the artform through reading, notating, and/or interpreting music.
- (A) Explore Identify the elements of music, including:
- (i) Melody (e.g., steps, wide and narrow leaps, and repeated tones, melody patterns, high and low pitches, melodic contour, same, different and similar phrases);
 - (ii) Rhythm (e.g., strong and weak beats, steady beat, meter in 2/4, 3/4 and 4/4, dotted rhythms);
 - (iii) Harmony (chordal harmony, chord changes, ostinato patterns, countermelody, rounds);
 - (iv) Form (e.g., introduction, coda, repetition/contrast, solo/chorus, AB, ABA, rondo, and D.C. al fine);
 - (v) Tone Color (e.g., classroom percussion instruments, identify trumpet, clarinet, violin, tympani, and different tone quality of an individual or group);
 - (vi) Rhythm (strong and weak beats, steady beat, silent beat, meter in 2/4, 3/4 and 4/4, dotted rhythms);
 - (vii) Form (introduction, coda, repetition/contrast, solo/chorus, AB, ABA, rondo, D.C. al fine);
 - (viii) Pitch (e.g., higher and lower);
 - (ix) Tempo (e.g., fast and slow, faster and slower, gradual and sudden changes in tempo); and
 - (x) Dynamics (e.g., loud and soft, gradually louder and softer, suddenly louder and softer).
- (B) Use a system of syllables, numbers or letters to demonstrate basic notation:
- (i) Rhythmic (e.g., quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, and dotted half note); and
 - (ii) Melodic (e.g., sol, mi, la, do, re or 5, 3, 6, 1, 2).
- (C) Recognize basic features of familiar and unfamiliar songs, including:
- (i) Dynamics (e.g., loud and soft, gradual change of louder and softer);
 - (ii) Tempo (e.g., fast and slow; and gradual change of faster and slower); and

- (iii) Form (e.g., same, and different, and similar).
- (D) Identify instrument ensembles (brass, strings, woodwinds, percussion)
- (2) **Standard 2 – Music music history and culture: "Connecting"**. The student recognizes will recognize the development of music from ~~an~~ a historical and cultural perspective.
- (A) Sing and perform action songs, chants, rhymes, singing games, and dances from a variety of cultures.
- (B) Recognize American music, ~~from our country, including~~ work songs, holiday songs and music ~~related to citizenship from different countries~~.
- (C) Identify music and instruments from different cultures. (e.g., bagpipes, i.e., bagpipe, wooden flute, koto, and panpipes).
- (D) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- (E) Demonstrate respect for music performed by others.
- (3) **Standard 3 – Music music expression: "Performing"**. The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills. will perform, imitate, and compose a variety of music within specific guidelines.
- (A) Participate in music through singing (e.g., echo singing, rounds and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- (B) Match pitches, sing in tune (C-scale range) and use appropriate tone and expression.
- (C) ~~Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, sliding, playing classroom instruments, or chanting.~~
- (D) Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- (E) Play simple melodies by rote on instruments, such as bells or xylophones.
- (F) ~~While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).~~
- (G) ~~Respond to unfinished short melodic patterns using voice or classroom instruments.~~
- (H) Perform solos and in groups.
- (I) ~~Sing two part rounds, partner songs and ostinatos.~~
- (4) **Standard 4 – Music music appreciation: "Creating"**. The student understands and uses musical tools, including active listening to create and evaluate original works. will learn to appreciate music and expand their listening beyond music currently familiar to the student.
- (A) Answer unfinished short melodic patterns using voice or classroom instruments (improvisation). Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- (B) Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation. Demonstrate respect for music performed by the student and by other students and professional performers.
- (C) Compare students' likes and dislikes of music of different styles.
- (D) Recognize basic features of familiar and unfamiliar songs.
- (E) Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- (F) Use appropriate terms to explain preferences for musical works and styles.

210:15-3-118. The arts for grade 4

(a) Visual arts.

(1) Standard 1 – Language language of visual Visual art: "Presenting". The student will identify and communicate using a variety of visual art terms, (e.g., architecture, contour, medium, mixed media, perspective, symbol, etc.).

(A) Know how works of art are made with respect to the materials, media, techniques, and sources of ideas.

(B) (C) Describe and use the elements of art, including: line, color, form, shape, texture, value (light and dark), and space in works of art.

(B,C) Describe and use the principles of design, including: rhythm, balance, contrast, movement, variety, center of interest (emphasis), and repetition in works of art.

(C) Deseribe and use the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art.

(D) Discuss observations of visual and expressive features seen in the environment (such as colors, textures, shapes, etc.).

(D) Infer meaning from and discuss student observations of visual and expressive features seen in the environment (e.g., colors, textures, shape, form, etc.).

(2) Standard 2- Visual art history and culture: "Responding". The student will recognize the development of visual art from a historical and cultural perspective.

(A) Describe and place a variety of specific significant art objects by artist, style and historical and cultural context.

(B) Identify themes and purposes of works of art and artifacts in history and culture.

(C) Demonstrate a basic knowledge of several fields of art such as painting, sculpture, drawing, computer graphics, printmaking, architecture, and fiber arts and media arts.

(D) Identify how the visual arts are art is used in today's world, including media arts and the popular media of advertising, television, and film.

(E) Understand how the visual arts have affected and are reflected in, the culture, traditions, and history of the United States.

(3) Standard 3 - Visual arts art expression: "Creating". The students student will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

(A) Create Make original visual artworks works of art using a variety of of materials (media), and techniques (skills), and sources for ideas.

(B) Use observation, memory and imagination in creating making original works of art.

(C) Apply knowledge of a basic art vocabulary through experiences in creating making original works of art.

(D) Use art media and tools in a safe and responsible manner to create original visual art.

(4) Standard 4 - Visual arts appreciation: "Connecting". The student will learn to appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions. as a vehicle of human expression.

(A) Demonstrate appropriate behavior while attending a visual art arts exhibition in a museum or art gallery.

(B) Demonstrate respect for personal artwork their work and the artwork work of others.

(C) Demonstrate thoughtfulness and care in completion of artworks.

(D) Make learning connections between visual art and other disciplines, such as mathematics, science, English Language Arts, social studies, and media arts.

(E) Critique personal art based on teacher-established criteria.

(b) General music.

(1) **Standard 1 – Language language of music: "Responding"**. The student meaningfully engages with the artform through reading, notating, and/or interpreting will read, notate and interpret music.

(A) Use correct terminology to discuss the elements of music, including:-

- (i) Melody (e.g., steps, wide and narrow leaps, octave leap, and repeated tones, melody patterns, melodic contour, same, different, similar phrases);
- (ii) Rhythm (e.g., strong and weak beats, steady beat, offbeat, silent beat, meter in 2/4, 3/4, 4/4 and 6/8);
- (iii) Harmony (e.g., chordal harmony, chord changes, ostinato patterns, countermelody, rounds, thick and thin texture);
- (iv) Form (e.g., introduction, coda, repetition/contrast, solo/chorus, AB, ABA, rondo, D.C. al fine);
- (v) Tone Color (e.g., sound quality of individual and group performances by voice or instrument to include duets, trios, quartets, chorus, etc., and ranges of soprano, alto, tenor, and bass);
- (vi) Pitch (e.g., high and low);
- (vii) Tempo (e.g., allegro (fast), lento (slow), andante (walking), and moderato (moderate));and ;
- (viii) Dynamics (e.g., forte (loud), piano (soft), mezzo forte (medium loud), and mezzo piano (medium soft)).

(B) Use a system of syllables, numbers or letters to demonstrate basic notation:

- (i) Rhythmic (e.g., quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, dotted half note, sixteenth notes, single eighth note, single eighth rest, syncopation, 2/4, 3/4, 4/4, and 6/8).
- (ii) Melodic (sol, mi, la, do, re, high do, low la, low sol or 5, 3, 6, 1, 2, 8, low 6, low 5, and treble clef).

(C) Experiment with variations in and demonstrate understanding of tempo (speed), timbre or tone color (sound quality), dynamics (degree of loudness), and phrasing for expressive purposes.

(D) Identify visually and aurally:

- (i) Instrumental ensembles (e.g., marching band, symphony orchestra, and jazz band);
- (ii) Families of orchestral instruments (e.g., strings, woodwinds, brass and percussion); and
- (iii) Classification of voice ranges (e.g., soprano, alto, tenor, and bass).

(E) Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).

(2) **Standard 2 – Music history and culture: "Connecting"**. The student recognizes will recognize the development of music from an historical and cultural perspective.

- (A) Sing or play a variety of folk, ethnic, classical, and contemporary musical pieces.
- (B) Listen and describe music from a variety of styles, periods and cultures including European, Native American, African American, Hispanic, and Asian.

- (C) Identify music and instruments from different cultures. (i.e. bagpipe, e.g., bagpipes, wooden flute, koto, panpipes).
- (D) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- (E) Demonstrate respect for music performed by others.
- (F) Identify and describe the various roles of musicians have in various music settings and cultures.
- (G) Identify uses of music in everyday life (e.g., film, television, background music, and commercials).
- (3) **Standard 3 – Music expression "Performing".** The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills. will perform, imitate, and compose a variety of music within specific guidelines.
- (A) Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- (B) Match pitches, sing in tune (C-scale range) and use appropriate tone and expression.
- (C) Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities. Respond to the beat or rhythm in music by clapping, playing classroom instruments.
- (D) Play simple and syncopated rhythm patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- (E) Play simple melodies on instruments, such as bells or xylophones.
- (F) While listening to a musical piece, use directional hand movements to follow the melodic contour (e.g., sound or progression of single tones).
- (G) Respond to unfinished short melodic patterns using voice or classroom instruments.
- (H) Perform solos and with groups.
- (I) Sing two part rounds, partner songs/ostinatos.
- (4) **Standard 4 – Music appreciation: "Creating".** The student understands and uses musical tools, including active listening to create and evaluate original works. will learn to appreciate music and expand their listening beyond music currently familiar to the student.
- (A) Answer unfinished short melodic patterns using voice or classroom instruments (improvisation). Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- (B) Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation. Demonstrate respect for music performed by the student and by other students and professional performers.
- (C) Compare students' likes and dislikes of music of different styles.
- (D) Recognize basic features of familiar and unfamiliar songs.
- (E) Participate in music through singing (echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- (F) Use appropriate terms to explain preferences for musical works and styles.

210:15-3-119. The arts for grade 5

(a) Visual arts.

(1) **Standard 1 – Language language of visual Visual art: "Presenting"**. The student will identify and communicate using a variety of visual art terms. (e.g., architecture, contour, medium, mixed media, perspective, symbol, etc.).

(A) Know how works of art are made with respect to the materials, media, techniques, and sources of ideas.

(AB) Describe and apply knowledge of the principles of design, including: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in their own art work, personal artwork and the artworks art works of others.

(BC) Describe and use the elements of art, including: line, color, form, shape, texture, value (light and dark), and space in works of art.

(D) Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, perspective, overlapping, overlap, negative space, positive space, size, color) in their his/her own artwork art work, and the artworks art works of others.

(C) Know how works of art are made with respect to the materials, media, techniques, and sources of ideas.

(DE) Infer meaning from and discuss student Discuss observations of visual and expressive features seen in the environment (e.g., such as colors, textures, shape, form, shapes, etc.).

(2) **Standard 2 - Visual art history and culture: "Responding"**. The student will recognize the development of visual art from a historical and cultural perspective.

(A) Describe and place a variety of specific significant visual art objects by artist, style and historical and cultural context.

(B) Identify themes and purposes of works of art and artifacts in history and culture.

(C) Identify how the visual arts are used by artists and designers in today's world, including media arts, and the popular media of advertising, television, and film (e.g., illustrator, fashion designer, sculptor, display designer, painter, graphic designer, animator, photographer).

(D) Communicate in-depth knowledge gained through integrated study of a visual art theme, historical period, or event.

(E) Understand how the visual arts are reflected in, the culture, traditions, and history of the United States.

(3) **Standard 3 - Visual art expression: "Creating"**. The student students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

(A) Create Make original visual artworks works of art using a variety of materials (media), and techniques (skills), and sources for ideas.

(B) Use observation, memory and imagination in creating making original works of art.

(C) Apply knowledge of a basic art vocabulary through experiences in creating original works of art.

(CD) Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

(D) Apply knowledge of a basic art vocabulary through experiences in making original works of art.

(E) Demonstrate a basic knowledge of media, techniques and processes while creating in the following disciplines of visual art:

- (i) Painting
 - (I) media Media: tempera, watercolor, oil, and acrylic.
 - (II) processes Processes: wet-on-wet, wet-on-dry, wash, resist, and sponge.
- (ii) Sculpture or Architecture
 - (I) media Media: paper, papier-mâché, clay, plaster, cardboard, wood, found objects, beads, sand, and wire.
 - (II) processes Processes: carving, constructing, and assembling
- (iii) Drawing
 - (I) media Media: pencils, colored pencils, markers, chalks, crayons, and oil-pastels,-
 - (II) processes Processes: sketching, contour line, hatching, crosshatching, and stippling.
- (iv) Printmaking
 - (I) media Media: printing ink, styrofoam, stencil, found object.
 - (II) processes Processes: relief, silkscreen, and monoprint.
- (v) Fiber Arts
 - (I) media Media: cloth, yarn, ribbon, found objects, paper, and rope
 - (II) processes Processes: weaving, stitchery, braiding, and basketry.
- (vi) Media Arts
 - (I) Media: broadcasting, film, journalism, performing arts, and telecommunications
 - (II) Processes: Audio-video communication technology, printing technology.

(4) **Standard 4 - Visual art appreciation: "Connecting"**. The student will appreciate and utilize learn to appreciate visual art to make interdisciplinary connections and informed aesthetic decisions. as a vehicle of human expression.

- (A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.
- (B) Demonstrate respect for personal artwork their work and the artwork work of others.
- (C) Demonstrate thoughtfulness and care in completion of artworks.
- (D) Make learning connections between visual art and other disciplines, such as mathematics, science, English Language Arts, social studies, and media arts.
- (E) Critique personal art based on teacher-established criteria.

(b) **General music.**

(1) **Standard 1 – Language language of music: "Responding"**. The student meaningfully engages with the artform through reading, notating, and/or interpreting music. will read, notate and interpret music.

- (A) Define and use correct terminology to identify and discuss the elements of music, including:
 - (i) Melody (e.g., steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale (five-tone scale));-
 - (ii) Rhythm (e.g., even and uneven rhythm patterns, syncopation, triplets, and dotted rhythms);-
 - (iii) Harmony (e.g., partner songs, countermelody, descant, and major and minor chords);-

- (iv) Form (e.g., AB, ABA, round, rondo, introduction, coda, interlude, verse and refrain, and prelude);
 - (v) Tone color (e.g., sound quality of individual and group performances by voice or instrument to include duets, trios, quartets, chorus, etc. and ranges of (soprano, alto, tenor, bass));
 - (vi) Pitch (e.g., high and low);
 - (vii) Tempo (e.g., allegro (fast), lento (slow), andante (walking), and moderato (moderate)); and
 - (viii) Dynamics (e.g., forte (loud), piano (soft), mezzo forte (medium loud), and mezzo piano (medium soft)).
- ~~(B) Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and phrasing for expressive purpose in performing music.~~
- ~~(CB) Use a system of syllables, numbers or letters to demonstrate basic notation:~~
- (i) Rhythmic (e.g., quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, dotted half note, sixteenth notes, single eighth note, single eighth rest, dotted quarter note, syncopation, 2/4, 3/4, 4/4, and 6/8);
 - (ii) Melodic (e.g., diatonic scale, treble clef, and bass clef).
- ~~(D) Identify visually and aurally:~~
- (i) Instrumental instrumental ensembles (e.g., marching band, symphony orchestra, and jazz band);
 - (ii) Families families of orchestral instruments (e.g., strings, wood windswoodwinds, brass, and percussion); and
 - (iii) Classification classification of voice ranges (e.g., soprano, alto, tenor, bass).
- ~~(E) Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).~~
- (2) Standard 2- Music music history and culture: "Connecting".** The student recognizes will recognize the development of music from ~~an~~ a historical and cultural perspective.
- (A) Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
- (B) Recognize, describe and listen to music from a variety of:
- (i) Styles (e.g., jazz, mariachi band, opera, musicals musical, call and response, and country-western call response);
 - (ii) Periods (e.g., Baroque, Classical, Romantic, Impressionism and Contemporary); and
 - (iii) Cultures including (e.g., European, Native American, African American, Hispanic, and Asian).
- (C) Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (e.g., patriotic, orchestral, band, and folk).
- ~~(D) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.~~
- ~~(E) Demonstrate respect for music performed by others.~~
- ~~(D) Identify and describe the various roles of musicians have in various music settings and cultures.~~

(3) **Standard 3 – Music music expression: "Performing"**. The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills. will perform, compose, improvise and arrange a variety of music within specified guidelines.

- (A) Participate in music through singing (e.g., echo singing, rounds and partner songs songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- (B) Match pitches, sing in tune (C-scale range) and use appropriate tone and expression.
- (C) Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities. Respond to the beat or rhythm in music by clapping, playing classroom instruments.
- (D) Play simple and syncopated rhythm patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- (E) Play simple melodies on instruments, such as bells or xylophones.
- (F) While listening to a musical piece, use directional hand movements to follow the melodic contour (e.g., sound or progression of single tones).
- (G) Respond to unfinished short melodic patterns using voice or classroom instruments.
- (H) Perform solos and with groups.
- (I) Sing two-part rounds, partner songs, and /ostinatos,
- (J) Identify uses of music in everyday life (film, television, background music, and commercials).

(4) **Standard 4 – Music music appreciation: "Creating"**. The student will understand and uses musical tools, including active listening to create and evaluate original works. learn to appreciate music and extend their listening beyond music currently familiar to the student.

- (A) Answer unfinished short melodic patterns using voice or classroom instruments (improvisation). Reeognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- (B) Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation. Demonstrate respect for music performed by the student and by other student and professional performers.
- (C) Compare students' likes and dislikes of music of different styles.
- (D) Recognize basic features of familiar and unfamiliar songs.
- (E) Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- (F) Use appropriate terms to explain preferences for musical works and styles.
- (G) Identify criteria for evaluating a musical composition or a musical performance.

210:15-3-120. The arts for grade 6

(a) Visual arts.

(1) **Standard 1 – Language language of visual Visual art: "Presenting"**. The student will identify and communicate using a variety of visual art Visual Art terms. (i.e., still life, contour, composition, foreshortening foreground, perspective, etc.).

- (A) Compare works of art which are similar or different in expressive quality, composition, and style.
- (B) Describe and apply knowledge of the principles of design, including: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of

interest (emphasis), and repetition in his/her own ~~art work~~ artwork, and the artworks ~~art works~~ of others.

(B) Describe and use the elements of art, including: line, color, form, shape, texture, value (light and dark), and space in works of art.

(D) Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, perspective, ~~overlap~~overlapping, negative space, positive space, size, color) in his/her own ~~art work~~ artwork, and the ~~artwork~~ art works of others.

(E) Infer meaning from and discuss how artists use the elements of art and principles of design in creating art.

(C) Compare works which are similar or different in expressive quality, composition, and style.

(D) Discuss works of art of different media and styles beyond statements of mere preference.

(2) **Standard 2 - Visual art history and culture: "Responding"**. The student will recognize the development of visual art from a historical and cultural perspective.

(A) Recognize and describe the cultural and ethnic traditions which have influenced the visual arts, ~~including European, American, Native American, African American, Asian, Australian, European, and Hispanic, and Asian~~ traditions.

(B) Analyze art from various historical periods in terms of artistic style and subject matter. ~~Describe and place a variety of specific significant art objects by artist, style, and historical and cultural context.~~

(C) Identify how the visual arts are the variety of art forms used in business and industry, including advertising, television, and film.

(D) Discuss the relationship that exists between the visual arts and other art forms, such as music, dance, drama, and media arts.

(E) Understand how the visual arts are reflected in different cultures throughout history. ~~Communicate in depth knowledge gained through integrated study of a visual art theme, historical period, or event.~~

(3) **Standard 3 - Visual arts expression: "Creating"**. The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

(A) Create ~~Make~~ original works of art using a variety of materials (media), and techniques (skills), and sources for ideas.

(B) Use observation, memory and imagination in making original works of art.

(C) Apply ~~knowledge of a basic art vocabulary through experiences in making original works of art.~~

(D) Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

(D) ~~Apply knowledge of a basic art vocabulary through experiences in making original works of art.~~

(E) Demonstrate a basic knowledge of media, techniques and processes while creating in the following disciplines of visual art:

(i) Painting

(I) ~~media~~ Media: tempera, watercolor, oil, and acrylic.

- (II) processes Processes: wet-on-wet, wet-on-dry, wash, resist, sponge.
- (ii) Sculpture or Architecture
- (I) media Media: paper, papier-mâché, clay, plaster, cardboard, wood, found objects, beads, sand, wire.
- (II) processes Processes: carving, constructing, and assembling.
- (iii) Drawing
- (I) media Media: pencils, colored pencils, markers, chalks, crayons, and oil-pastels.²⁵
- (II) processes Processes: sketching, contour line, hatching, crosshatching, and stippling.
- (iv) Printmaking
- (I) media Media: printing ink, styrofoam, stencil, found object.
- (II) processes Processes: relief, silkscreen, and monoprint.
- (v) Fiber Arts
- (I) media Media: cloth, yarn, ribbon, found objects, paper, and rope.
- (II) processes Processes: weaving, stitchery, braiding, and basketry.
- (vi) Media Arts
- (I) Media: broadcasting, film, journalism, performing arts, and telecommunications.
- (II) Processes: Audio-video communication technology, printing technology.
- (4) **Standard 4 - Visual art appreciation: "Connecting"**. The student will appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions. as a vehicle of human expression.
- (A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.
- (B) Demonstrate respect for personal artwork their work and the work artwork of others.
- (C) Demonstrate thoughtfulness and care in completion of artworks.
- (D) Make learning connections between visual art and other disciplines, such as mathematics, science, English Language Arts, social studies, and media arts.
- (E) Critique personal art based on teacher-established criteria.
- (b) **General music.**
- (1) **Standard 1 – Language language of music "Responding"**. The student meaningfully engages with the artform through reading, notating and/or interpreting will read, notate and interpret music.
- (A) Define and use correct terminology to identify and discuss the elements of music, including:
- (i) Melody (e.g., steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five-tone scale], intervals, and major and minor scales).
 - (ii) Rhythm (e.g., steady beat, back beat, syncopation, triplets, dotted rhythms, and 2/2 meter).
 - (iii) Harmony (e.g., partner songs, rounds, descants, countermelody, and descant, major and minor chords).
 - (iv) Form (e.g., unity and variety, AB, ABA, round, rondo, theme and variations, marching, introduction, coda, interlude, verse and refrain, and prelude).
 - (v) Tone color (e.g., opera, musical theater, duet, trio, quartet, chorus, voice ranges and instrument ranges, and a capella).

- (vi) Pitch (e.g., range and register, change pitch with compositional devices, such as imitation, inversion, and transposition).
 - (vii) Tempo (e.g., allegro (fast), lento (slow), andante (walking), and moderato (moderate)).
 - (viii) Dynamics (e.g., forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft), crescendo, and decrescendo).
 - (B) Identify basic notational symbols (e.g., written representation of music), including: treble and bass clef, time signatures (2/4, 3/4, 4/4, and 6/8); and note values (e.g., whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).
 - (C) Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and phrasing for expressive purpose in performing music.
 - (D) Identify visually and aurally:
 - (i) Instrumental ensembles (e.g., marching band, symphony orchestra, and jazz band).
 - (ii) Families of orchestral instruments (e.g., strings, woodwinds, brass, and percussion).
 - (iii) Classification of voice ranges (e.g., soprano, alto, tenor, and bass).
 - (E) Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).
 - (F) Respond to basic rhythm patterns either physically or using classroom instruments.
- (2) **Standard 2 – Music history and culture: "Connecting"**. The student recognizes the development of music from an a historical and cultural perspective.
- (A) Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
 - (B) Recognize, describe and listen to music from a variety of:
 - (i) Styles (e.g., jazz, mariachi band, opera, musical, call and response, and country-western call response).
 - (ii) Periods (e.g., Baroque, Classical, Romantic, Impressionism and Contemporary).
 - (iii) Cultures (e.g., including European, Native American, African American, Hispanic, and Asian.)
 - (C) Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (e.g., patriotic, orchestral, band and folk).
 - (D) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
 - (E) Demonstrate respect for music performed by others.
 - (F) Identify and describe the roles of musicians in various music settings and cultures.
- (3) **Standard 3 – Music expression: "Performing"**. The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills. will perform, compose, improvise and arrange a variety of music within specified guidelines.
- (A) Perform basic tonal patterns and rhythm patterns on classroom instruments (e.g., autoharp, recorder, percussion instruments, and guitar).

- (B) Demonstrate the ability to read music from basic notation in treble or bass clef (e.g. folk songs, patriotic songs, etc.).
- (C) Sing with an acceptable tone quality throughout his/her singing ranges or play an instrument with an acceptable tone quality throughout an appropriate range.
- (D) Compose music using a variety of sound sources, including electronic and computer, ~~to compose music~~.
- (E) ~~Play simple melodies on instruments, such as bells or xylophones. Respond physically or using classroom instruments to basic rhythm patterns (including triplets, dotted rhythms, syncopation).~~
- (F) Perform and create melodies and accompaniments in solo or group ensembles through singing and playing instruments (e.g. four-chord songs on autoharp).
- (G) Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements ~~(including syncopated patterns, beats and offbeats).~~
- (H) Use a system for counting beat and rhythm patterns ~~(e.g., rhythm syllables and body movement)~~ to demonstrate knowledge of rhythms found in musical compositions.
- (I) Identify uses of music in everyday life ~~(e.g., film, television, background music, and commercials).~~
- (J) Recognize and identify the appropriate ways to use all of the following elements of musical style:

- (i) Dynamics ~~(e.g., piano, forte);~~
- (ii) Tempo ~~(e.g., allegro, lento, andante, moderato);~~
- (iii) Conducting patterns of simple meters ~~(e.g., 2/4, 3/4, 4/4, and 6/8); and~~
- (iv) Articulation ~~(e.g., staccato, legato, accent).~~

(4) Standard 4 – Music music appreciation: "Creating". The student understands and uses musical tools, including active listening to create and evaluate original works, will learn to appreciate music and extend their listening beyond music currently familiar to the student.

- (A) ~~Answer unfinished short melodic patterns using voice or classroom instruments (improvisation). Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.~~
- (B) ~~Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation. Demonstrate respect for music performed by the student and by other students and professional performers.~~
- (C) ~~Compare and contrast students' likes and dislikes of music of different styles. Use appropriate terms to explain preferences for musical works and styles.~~
- (D) ~~Recognize basic features of familiar and unfamiliar songs. Identify criteria for evaluating a musical composition or a musical performance.~~
- (E) ~~Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).~~
- (F) ~~Use appropriate terms to explain preferences for musical works and styles.~~
- (G) ~~Identify criteria for evaluating a musical composition or a musical performance.~~

210:15-3-121. The arts for grade 7

- (a) **Visual art.**

(1) **Standard 1 – Language language of visual Visual art: "Presenting"**. The student will identify and communicate using a variety of visual art Visual Art terms (i.e., architecture, collage, medium, perspective, symbol, etc.).

(A) Compare and contrast works which are similar or different in expressive quality, composition, and style.

(B) Describe and apply knowledge of the principles of design, including: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in his/her own art work artwork, and the artworks art works of others.

(C) Describe and use the elements of art, including: line, color, form, shape, texture, value (light and dark), and space in works of art.

(D) Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, perspective, overlapoverlapping, negative space, positive space, size, color) in his/her own art work, and the art works of others.

(E) Infer meaning from and discuss how artists use the elements of art and principles of design in creating art. Compare works which are similar or different in expressive quality, composition, and style.

(F) Identify and evaluate solutions to visual design problems. Discuss works of art of different media and styles beyond statements of mere preference.

(2) **Standard 2 - Visual art history and culture: "Responding"**. The student will recognize the development of visual art from a historical and cultural perspective.

(A) Recognize and describe the cultural and ethnic traditions which have influenced the visual arts, including European, American, Native American, African American, Asian, Australian, European, and Hispanic, and Asian traditions.

(B) Identify and be familiar with a range of art works, identifying artist, culture and style from a historical context.

(C) Identify the variety of art forms used in business and industry, (including advertising, television, and film) and understand the role of art in creating digital images and commercial designs. how the visual arts are used by artists in today's world, including the popular media of advertising, television, and film. (Illustrator, fashion designer, sculptor, display designer, painter, graphic designer, animator, photographer).

(D) Analyze careers in art and a variety of other careers in terms of the art skills needed to be successful. Identify the relationship that exists between visual art and other art forms such as music, dance, and drama.

(E) Understand how the visual arts are reflected in different cultures throughout history.

(3) **Standard 3 - Visual art expression: "Creating"**. The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

(A) Create original visual artworks using a variety materials (media), techniques (skills), and sources for ideas.

(B) Use observation, memory and imagination in making creating original works of art.

(C) Assess and modify art work in progress based on an understanding of art materials and techniques.

- (C) Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- (D) Apply knowledge of a basic art vocabulary through experiences in making original works of art. Depict three dimensional qualities by overlapping planes, vertical position, size and color intensity, in original art work.
- (E) Create original art using a variety of art tools, media, techniques and processes in the art disciplines of (e.g., ceramics, drawing, fiber arts, painting, printmaking, media arts, and sculpture). Develop and apply skills and techniques using a variety of art media, and processes in making two and three dimensional works of art:
- (i) Ceramics
 - (I) media: clay, modeling clay, clay substitutes, glazes, paint, stains.
 - (II) processes: pinch and pulled forms, slab, coil, incising, etc.
 - (ii) Drawing
 - (I) media: pencils, colored pencils, markers, chalks, crayons, oil pastels,
 - (II) processes: sketching, contour line, hatching, crosshatching, stippling, rendering shading
 - (iii) Fiber Arts
 - (I) media: cloth, yarn, ribbon, found objects, paper, and rope.
 - (II) processes: weaving, stitchery, braiding, and basketry.
 - (iv) Mixed Media
 - (I) media: tissue paper, photos, found objects, foil, fiber, paint, paper, and magazines.
 - (II) processes: collage, bas relief.
 - (v) Painting
 - (I) media: tempera, watercolor, oil, and acrylic.
 - (II) processes: wet on wet, wet on dry, wash, resist, sponge.
 - (vi) Printmaking
 - (I) media: printing ink, styrofoam, stencil, found object.
 - (II) processes: relief, silkscreen.
 - (vii) Sculpture or Architecture
 - (I) media: paper, papier mâché, clay, plaster, cardboard, wood, found objects, beads, sand, wire.
 - (II) processes: carving, constructing, and assembling.

(4) **Standard 4 - Visual art appreciation: "Connecting".** The student will appreciate and utilize visual art to make interdisciplinary connections and informed decisions. as a vehicle of human expression.

- (A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.
- (B) Demonstrate respect for personal artwork their work and the artwork work of others.
- (C) Demonstrate thoughtfulness and care in completion of artworks.
- (D) Make learning connections between visual art and other disciplines, such as mathematics, science, English Language Arts, social studies, and media arts.
- (E) Analyze and reflect upon personal artwork based on formative evaluations of the work.

(b) General music.

(1) **Standard 1- Language language of music: "Responding"**. The student meaningfully engages with the artform through reading, notating, and/or interpreting will read, notate and interpret music.

(A) Define and use correct terminology to identify and discuss the elements of music, including:

- (i) Melody (e.g., steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five-tone scale], intervals, and major and minor scales);
- (ii) Rhythm (e.g., steady beat, back beat, syncopation, triplets, dotted rhythms, and 2/2 meter);
- (iii) Harmony (e.g., partner songs, rounds, descants, countermelody, and major and minor chords);
- (iv) Form (e.g., unity Unity and variety Variety, AB, ABA, round, rondo, theme and variations, marchmarching, introduction, coda, interlude, verse and refrain, prelude).
- (v) Tone color (e.g., opera, musical theater, duet, trio, quartet, chorus, voice ranges and instrument ranges, and a capella);
- (vi) Pitch (e.g., range and register, change pitch with compositional devices, such as imitation, inversion and transposition);
- (vii) Tempo (e.g., allegro (fast), lento (slow), andante (walking), and moderato (moderate)); and,
- (viii) Dynamics (e.g., forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft, crescendo and decrescendo)).

(B) Identify basic notational symbols (e.g., written representation of music), including: treble and bass clef, time signatures; (e.g., 2/4, 3/4, 4/4, and 6/8); and note values (e.g., whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).

(C) Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and phrasing for expressive purpose in performing music.

(D) Identify visually and aurally:

- (i) Instrumental instrumental ensembles (e.g., marching band, symphony orchestra, and jazz band);
- (ii) Families families of orchestral instruments (e.g., strings, woodwinds, brass, and percussion); and
- (iii) Classification of voice ranges (e.g., soprano, alto, tenor, and bass).

(E) Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).

(F) Respond to basic rhythm patterns either physically or using classroom instruments.

(2) **Standard 2 – Music music history and culture: "Connecting"**. The student recognizes will recognize the development of music from a historical and cultural perspective.

(A) Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.

(B) Recognize, describe and listen to music from a variety of:

- (i) Styles (e.g., jazz, mariachi band, opera, musical, call and response, and country-westerncall response)
- (ii) Periods (e.g., Baroque, Classical, Romantic, Impressionism and Contemporary); and

- (iii) Cultures including (e.g., European, Native American, African American, Hispanic, and Asian).
- (C) Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (e.g., patriotic, orchestral, band and folk).
- (D) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed. Identify and describe the roles of musicians in various music settings and cultures.
- (E) Demonstrate respect for music performed by others.
- (F) Identify and describe the various roles musicians have in various musical settings and cultures.
- (3) **Standard 3 – Music music expression: "Performing"**. The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills. ~~will perform, compose, improvise and arrange a variety of music within specified guidelines.~~
- (A) Perform basic tonal patterns and rhythm patterns on classroom instruments (e.g., autoharp, recorder, percussion instruments, and guitar).
- (B) Demonstrate the ability to read music from basic notation in treble or bass clef (e.g., folk songs, patriotic songs).
- (C) Sing with an acceptable tone quality throughout his/her singing ranges or play an instrument with an acceptable tone quality throughout an appropriate range.
- (D) Compose music using a variety of ~~electronic and computer~~ sound sources including electronic and computer.
- (E) Play simple melodies on instruments, such as bells or xylophones. Respond physically or using classroom instruments to basic rhythm patterns (including triplets, dotted rhythms, syncopation).
- (F) Perform and create melodies and accompaniments in solo or group ensembles through singing and playing instruments (e.g. four-chord songs on autoharp).
- (G) Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements, (including syncopated patterns, beats and offbeats).
- (H) Use a system for counting beat and rhythm patterns (e.g., rhythm syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.
- (I) Identify uses of music in everyday life (e.g., film, television, background music, and commercials).
- (J) Recognize and identify the appropriate ways to use all of the following elements of musical style:
- (i) Dynamics (e.g., piano, forte);
 - (ii) Tempo (e.g., allegro, lento, andante, and moderato);
 - (iii) Conducting patterns of simple meters (e.g., 2/4, 3/4, 4/4, and 6/8); and
 - (iv) Articulation (e.g., staccato, legato, and accent).
- (4) **Standard 4 - Music music appreciation: "Creating"**. The student understands and uses musical tools, including active listening to create and evaluate original works. ~~will learn to appreciate music and extend their listening beyond music currently familiar to the student.~~
- (A) Answer unfinished short melodic patterns using voice or classroom instruments (improvisation). ~~Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.~~

- (B) Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation. Demonstrate respect for music performed by the student and by other student and professional performers.
- (C) Compare and contrast students' likes and dislikes of music of different styles.
- (D) Recognize basic features of familiar and unfamiliar songs.
- (E) Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- (F) Use appropriate terms to explain preferences for musical works and styles.
- (G) Identify criteria for evaluating a musical composition or a musical performance.

210:15-3-122. The arts for grade 8

(a) Visual art.

- (1) **Standard 1 – Language language of visual visual art: "Presenting".** The student will identify and communicate using a variety of visual art terms, (e.g., architecture, collage, medium, perspective, symbol, etc.).
 - (A) Compare and contrast works which are similar or different in expressive quality, composition, and style.
 - (B) Identify and apply knowledge of the principles of design, including: rhythm, balance (symmetrical, asymmetrical, radial), contrast, movement, variety, center of interest (emphasis), and repetition in personal their own artwork, and the artwork art works of others.
 - (C) Identify and apply the elements of art, including: line, color, form, shape, texture, value (light and dark), and space in works of art.
 - (D) Discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, one-, two-, and three-point perspective, overlap overlapping, negative space, positive space, size, color) in personal their own artwork, and the artwork art works of others.
 - (E) Infer meaning from and discuss how artists use the elements of art and principles of design in creating art. Compare works which are similar or different in expressive quality, composition, and style.
 - (F) Discuss works of art of different media and styles beyond statements of mere preference.
- (2) **Standard 2 - Visual art history and culture: "Responding".** The student will recognize the development of visual art from a historical and cultural perspective.
 - (A) Recognize and describe the cultural and ethnic traditions which have influenced the visual arts, including European, American, Native American, African American, Asian, Australian, European, and Hispanic, and Asian traditions.
 - (B) Identify and be familiar with a range of art works, identifying artist, culture and style from an historical context. Explain the purpose of visual art and artists in history and culture.
 - (C) Use visual images from a variety of media and technological sources to communicate creatively. Identify how the visual arts are used by artists in today's world,

~~including the popular media of advertising, television, and film (e.g., illustrator, fashion designer, sculptor, display designer, painter, graphic designer, animator, photographer).~~

(D) Analyze careers in art and a variety of other careers in terms of the art skills needed to be successful. Identify the relationship that exists between visual art and other art forms such as music, dance, and drama.

(E) Research and explain how the visual arts are reflected in different cultures throughout history.

(3) **Standard 3 - Visual art expression: "Creating".** The ~~student~~ students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

(A) Create original visual artworks using a variety materials (media), techniques (skills), and sources for ideas.

(B) Use observation, memory and imagination in creating making original works of art.

(C) Apply knowledge of a basic art vocabulary through experiences in making original works of visual art. Assess and modify art work in progress based on an understanding of art materials and techniques.

(D) Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

(E) Create original visual art using a variety of art tools, media, techniques and processes in the art disciplines of (e.g., ceramics, drawing, fiber arts, painting, printmaking, media arts, and sculpture). Depict three dimensional qualities by overlapping planes, vertical position, size and color intensity, in original art work.

(F) Develop and apply skills and techniques using a variety of art media, and processes in making two and three dimensional works of art.

(i) Ceramics:

- (I) media: clay, modeling clay, clay substitutes, glazes, paint, stains.
- (II) processes: pinch and pulled forms, slab, coil, incising, etc.

(ii) Drawing

- (I) media: pencils, colored pencils, markers, chalks, crayons, oil pastels,
- (II) processes: sketching, contour line, hatching, crosshatching, stippling, rendering shading

(iii) Fiber Arts

- (I) media: cloth, yarn, ribbon, found objects, paper, and rope
- (II) processes: weaving, stitchery, braiding, and basketry.

(iv) Mixed Media

- (I) media: tissue paper, photos, found objects, foil, fiber, paint, paper, magazines.
- (II) processes: collage, bas relief.

(v) Painting:

- (I) media: tempera, watercolor, oil, and acrylic.
- (II) processes: wet on wet, wet on dry, wash, resist, sponge.

(vi) Printmaking

- (I) media: printing ink, styrofoam, stencil, found object.
- (II) processes: relief, silkscreen.

(vii) Sculpture or Architecture

- (I) media: paper, papier mâché, clay, plaster, cardboard, wood, found objects, beads, sand, wire.
- (II) processes: carving, constructing, and assembling.

(4) **Standard 4 - Visual art appreciation: "Connecting"**. The student will appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions, as a vehicle of human expression.

- (A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.
- (B) Demonstrate respect for personal artwork their work and the artwork work of others.
- (C) Demonstrate thoughtfulness and care in completion of artworks.
- (D) Make learning connections between visual art and other disciplines, such as mathematics, science, English Language Arts, social studies, and media arts.
- (E) Analyze and reflect upon personal art work based on formative and summative evaluations of the work.

(b) **General music**.

(1) **Standard 1 – Language language of music: "Responding"**. The student meaningfully engages with the artform through reading, notating, and/or interpreting will read, notate and interpret music.

- (A) Define and use correct terminology to identify and discuss the elements of music, including:
 - (i) Melody (e.g., steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five-tone scale], intervals, and major and minor scale);
 - (ii) Rhythm (e.g., steady beat, back beat, syncopation, triplets, dotted rhythms, and 2/2 meter);
 - (iii) Harmony (e.g., partner songs, rounds, descants, countermelody, and major and minor chords, polyphony, harmony in thirds and sixths);
 - (iv) Form (e.g., unity and variety, Unity and Variety, AB, ABA, round, rondo, theme and variations, march marching, introduction, coda, interlude, verse and refrain, and prelude);
 - (v) Tone color (e.g., opera, musical theater, duet, trio, quartet, chorus, voice ranges and instrument ranges, and a capella and electronic tone color);
 - (vi) Pitch (e.g., range and register, change pitch with compositional devices, such as imitation, inversion and transposition);
 - (vii) Tempo (e.g., allegro (fast), lento (slow), andante (walking), and moderato (moderate)); and
 - (viii) Dynamics (e.g., forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft, crescendo and decrescendo)).
- (B) Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures; (e.g., 2/4, 3/4, 4/4, and 6/8); and note values (e.g., whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests);
- (C) Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and melodic and rhythmic phrasing for expressive purpose in performing music.
- (D) Identify visually and aurally:
 - (i) Instrumental ensembles (e.g., marching band, orchestra, jazz band);
 - (ii) Families of orchestral instruments (e.g., strings, woodwinds, brass, and percussion); and
 - (iii) Classification of voice ranges (e.g., soprano, alto, tenor, and bass).

- (E) Notate (~~written representation of music~~) short melodies presented aurally (listening).
(F) Respond to basic rhythm patterns either physically or using classroom instruments.
- (2) **Standard 2 – Music music history and culture: "Connecting"**. The student recognizes will recognize the development of music from a an historical and cultural perspective.
- (A) Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
- (B) Recognize, describe and listen to music from a variety of:
(i) Styles (e.g., jazz, mariachi band, opera, musical, call and response, and country-western call response);
(ii) Periods (e.g., Baroque, Classical, Romantic, Impressionism and Contemporary); and
(iii) Cultures including (e.g., European, Native American, African American, Hispanic, and Asian).
- (C) Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements and instruments in American music (e.g., patriotic, orchestral, band and folk).
- (D) Demonstrate respect for music performed by others. Identify and describe the roles of musicians in various music settings and cultures.
- (E) Identify and describe the various roles musicians have in various musical settings and cultures.
- (3) **Standard 3 – Music music expression: "Performing"**. The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills. will perform, compose, improvise and arrange a variety of music within specified guidelines.
- (A) Perform basic tonal patterns and rhythm patterns on classroom instruments (e.g., autoharp, recorder, percussion instruments, and guitar).
- (B) Demonstrate the ability to read music from basic notation. (~~written representation of music~~).
- (C) Use a variety of sound sources, including electronic and computer, to compose music.
- (D) Respond to basic rhythm patterns either physically or using classroom instruments. to basic rhythm patterns.
- (E) Perform in solo or group ensembles through singing and playing instruments.
- (F) Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements.
- (G) Use a system for counting beat and rhythm patterns (e.g., rhythm syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.
- (H) Identify uses of music in everyday life (e.g., film, television, background music, and commercials).
- (I) Recognize and identify the appropriate ways to use the following elements of musical style:
(i) Dynamics (e.g., piano, and forte);
(ii) Tempo (e.g., allegro, lento, andante, and moderato);
(iii) Conducting patterns of simple meters (e.g., 2/4, 3/4, 4/4, and 6/8); and
(iv) Articulation (e.g., staccato, legato, and accent)

- (4) **Standard 4 – Music music appreciation: "Creating"**. The student understands and uses musical tools, including active listening to create and evaluate original works. will learn to appreciate music and extend their listening beyond music currently familiar to the student.
- (A) Answer unfinished short melodic patterns using voice or classroom instruments (improvisation). Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
 - (B) Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation. Demonstrate respect for music performed by the student and by other student and professional performers.
 - (C) Compare and contrast students' likes and dislikes of music of different styles. Use appropriate terms to explain preferences for musical works and styles.
 - (D) Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
 - (E) Use appropriate terms to explain preferences for musical works and styles.
 - (F) Identify criteria for evaluating a musical composition or a musical performance.

210:15-3-123. The arts for high school

(a) Visual arts.

- (1) **Standard 1 – Language language of visual Visual art: "Presenting"**. The student will identify and communicate using a variety of visual art terms (e.g., content, engraving, foreshortening, mosaic, perspective, etc.).
- (A) Compare and contrast works which are similar or different in expressive quality, composition, and style.
 - (B) Identify and apply knowledge of the principles of design, including: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in their own personal artwork, and the art works artwork of others.
 - (C) Identify and apply the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Describe exhibitions of original works of art seen in the school or community.
 - (D) Differentiate Discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, one-, two-, and three-point perspective, overlap overlapping, negative space, positive space, size, color) in their own personal artwork, and the art works artwork of others. Differentiate between art criticism and art reviews, recognizing that criticism is positive as well as negative in its evaluation of a work of art.
 - (E) Analyze how the elements of art and principles of design are used in the presentation of visual arts.
 - (F) Discuss visual arts skills and processes used to identify and solve design problems in visual art and other creative disciplines.
- (2) **Standard 2 - Visual art history and culture: "Responding"**. The student will recognize the development of visual art from a historical and cultural perspective.

- (A) Proficient: Research works of art within their cultural and historical context. ~~Analyze a work of art within its cultural and historical context.~~
- (B) Advanced: Analyze common characteristics of works of art and artifacts across time and among ~~different~~ cultural groups, ~~to analyze and identify influences.~~
- (C) Proficient: Describe the basic ideas underlying several major art movements or historical periods including: Ancient (Egyptian, Greek and Roman), Renaissance, Impressionism/Post-Impressionism and 20th Century.
- (D) Advanced: Analyze issues related to chronology and discuss or debate ~~these contemporary~~ issues in relation to historical perspective.
- (E) Proficient: Compare cultural and ethnic art forms throughout the world that have influenced the visual arts.
- (F) Advanced: ~~Classify works of art based on time-periods, movements or specified style, and understand the role of visual art in documenting history. Assign works time-periods or movements based upon style.~~
- (G) Proficient: Describe the relationship between the visual ~~art arts~~ and other ~~academic arts~~ disciplines, ~~such as drama, music and dance.~~
- (H) Advanced: ~~Analyze the creative and analytical principles, themes, and techniques relating to visual art and contrast them with other academic disciplines. Synthesize the creative and analytical principles, themes, and techniques of the visual arts and other disciplines.~~
- (I) Proficient: Identify major regional, national, and international collections of art.
- (J) Advanced: ~~Research exemplary art exhibitions at local, regional, national, or international museums or art galleries. Visit and critique art at local, regional, national, and international museums, and art exhibitions.~~
- (K) Proficient: Identify the use of the visual ~~art arts~~ in business and industry, advertising, television and film.
- (L) Advanced: Document and create a visual ~~art arts~~ career plan based on personal portfolio, and ~~develop an in-depth investigation of future educational possibilities.~~
- (M) Proficient: Understand ~~the role of visual arts in United States history.~~
- (N) Advanced: Interpret the role of visual arts in United States history from a cultural, and/or historical perspective.

(3) **Standard 3 - Visual ~~art arts~~ expression: "Creating".** The ~~student~~ students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

- (A) Create original two-and three-dimensional works of ~~visual~~ art from observation, memory and imagination using a variety of art media.
- (B) Prepare a portfolio (collection) of the learner's original artwork.
- (C) ~~Develop and apply skills and techniques using a variety of art media, and processes in making two- and three-dimensional works of art:~~
- (i) ~~Ceramics~~
 - (I) ~~media: clay, modeling clay, clay substitutes, glazes, paint, stains.~~
 - (II) ~~processes: pinch and pulled forms, slab, coil, incising, etc.~~
 - (ii) ~~Drawing~~
 - (I) ~~media: pencils, colored pencils, markers, chalks, crayons, oil pastels.~~
 - (II) ~~processes: sketching, contour line, hatching, crosshatching, stippling, rendering shading.~~

(iii) Fiber Arts

- (I) media: cloth, yarn, ribbon, found objects, paper, and rope
- (II) processes: weaving, stitchery, braiding, and basketry.

(iv) Mixed Media

- (I) media: tissue paper, photos, found objects, foil, fiber, paint, paper, magazines.
- (II) processes: collage, bas relief.

(v) Painting:

- (I) media: tempera, watercolor, oil, and acrylic.
- (II) processes: wet on wet, wet on dry, wash, resist, sponge.

(vi) Printmaking

- (I) media: printing ink, styrofoam, stencil, found objects.
- (II) processes: relief, silkscreen.

(vii) Sculpture or Architecture

- (I) media: paper, papier mâché, clay, plaster, cardboard, wood, found objects, beads, sand, wire.
- (II) processes: carving, constructing, and assembling.

(DC) Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

(D) Apply knowledge of a basic art vocabulary through experiences in making original works of visual art.

(E) Create original visual art using a variety of art tools, media, techniques and processes in the visual art disciplines of (e.g., ceramics, drawing, fiber arts, painting, printmaking, media arts, and sculpture).

(F) Analyze and discuss the influences of digital media and technology on the visual arts.

(4) Standard 4 - Visual art appreciation: "Connecting". The student will appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions. as a vehicle of human expression.

(A) Proficient: Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.

(B) Advanced: Understand the collaborative relationships between cultural art organizations, and the citizens they serve.

(C) Proficient: Demonstrate respect for personal artwork their work and the artwork work of others.

(D) Advanced: Create a personal artistic style in the development of a portfolio of personal artwork.

(E) Proficient: Demonstrate thoughtfulness and care in completion of artworks.

(F) Advanced: Develop an artist statement of personal artwork.

(G) Proficient: Make learning connections between visual art and other disciplines, such as mathematics, science, English Language Arts, social studies and media arts.

(H) Advanced: Understand how knowledge gained in other disciplines of learning can lead to the creative resolution of design challenges in the visual arts.

(I) Proficient: Critique personal artwork based on thoughtful inquiry.

(J) Advanced: Construct persuasive and reasonable arguments, individually and/or in collaboration with other students, to defend or critique works of art.

(b) Music.

(1) **Standard 1 – Language language of music: "Responding".** The student meaningfully engages with the artform through reading, notating, and/or interpreting will read, notate and interpret music.

- (A) Identify and define the meaning of symbols for pitch, rhythm, dynamics, tempo, articulation (e.g. staccato, legato, marcato, accent) and expression (phrasing) found in a musical score.
- (B) Identify musical elements and use appropriate vocabulary to discuss their use, including melody, rhythm, tonality, form, tone color, texture, pitch, tempo, dynamics, and phrasing. Analyze and discuss the use of appropriate vocabulary of musical elements.
- (i) Melody (skips, leaps and repeats, major and minor scales, modes, intervals and phrasing, melodic contour).
 - (ii) Rhythm (quarter notes, eighth notes, half notes, whole notes, sixteenth and dotted notes and corresponding rests in 6/8, 3/8, and (2/2) meter signatures, combined and compound meter (mix of duple and triple meter), syncopation).
 - (iii) Harmony (triads, major and minor chords, seventh chords, chord modulation).
 - (iv) Form (AB, ABA, theme and variations, prelude and fugue, rondo, sonata allegro, concerto, program symphony, 12 bar blues).
 - (v) Tone color:
 - (I) Vocal ranges and registers of female voices (soprano, mezzo soprano, alto, contralto) and male voices (tenor, baritone, bass, basso profundo).
 - (II) Orchestra instrument families: strings (violin, viola, cello, bass), brass (trumpet, French horn, trombone, tuba), woodwinds (piccolo, flute, clarinet, oboe, English horn, bassoon), percussion (tympani, bass drum, snare drum, xylophone, marimba, cymbal, triangle, chimes).
 - (vi) Texture
 - (I) Monophonic – a single melodic line.
 - (II) Polyphonic – the simultaneous combination of different melodies and rhythms.
 - (III) Heterophonic – the same melodic line repeated in different ways.
 - (IV) Homophony – a single melodic line with chordal accompaniment.
 - (vii) Pitch (half steps, whole steps, major and minor scales).
 - (viii) Tempo (accelerando, ritardando, presto, allegro, andante, lento).
 - (ix) Dynamics (forte, piano, mezzo forte, mezzo piano, fortissimo, pianissimo, crescendo, decrescendo)
- (C) Notate simple rhythms and melodies using standard appropriate notation.
- (D) Demonstrate a physical response to written or aural music through performance.
- (E) Recognize the use of musical elements in familiar and unfamiliar songs.
- (F) Use appropriate terms to explain preferences for musical works and styles.
- (D) Choral or Instrumental Ensemble: Proficient: Demonstrate the ability to read an instrumental or vocal score of up to four staves. Demonstrate ability to describe how the elements of music (melody, rhythm, harmony, form, tone color, texture, pitch, tempo and dynamics) are used.
- (E) Choral or Instrumental Ensemble: Advanced: Demonstrate the ability to read and interpret a full instrumental or vocal score including nonstandard notation symbols used by 20th century composers. Demonstrate the ability to describe how elements of music are used and explain all transpositions and clefs.

(F) Choral or Instrumental Ensemble: Proficient: Notate rhythms and melodies in simple meters.

(G) Choral or Instrumental Ensemble: Advanced: Notate rhythms and melodies in compound meters.

(H) Choral or Instrumental Ensemble: Proficient: Identify compositional devices used in choral or instrumental compositions such as key changes, cadences, and articulation.

(I) Choral or Instrumental Ensemble: Advanced: Identify use of compositional devices used in choral or instrumental compositions such as key changes, augmentation and diminution, motives, and imitation.

(J) Choral or Instrumental Ensemble: Proficient: Describe the characteristic features of particular instrumental composition.

(K) Choral or Instrumental Ensemble: Advanced: Identify use of formal devices characteristic of a string quartet, march, tone poem, suite or symphony.

(2) **Standard 2 – Music music history and culture: "Connecting"**. The student recognizes will recognize the development of music from a historical and cultural perspective.

(A) Proficient: Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind the classifications. Example: Upon hearing works that have been studied name the genre (such as opera), style (such as jazz, blues) and historical background (national anthems), period in history (Baroque, Classical, Romantic, Contemporary), and culture for each, including composers. (B) Advanced: Compare and contrast music from a variety of genres, styles, periods, and cultures. Example: In a small group, prepare a class presentation comparing the Baroque, Classical, Romantic and Contemporary period orchestras including representative instrumentation, composers and style of composition, using visual and aural examples.

(B) Discuss how musical experiences can contribute to personal enrichment.

(C) Evaluate one's own and other musicians' music performances, comparing them to exemplary works. Proficient: Describe origins and development of American genres such as musicals, jazz and rock music including composers.

(D) Identify and make connections between music and concepts from other content areas. Advanced: Identify and differentiate two or more cultural sources of influence and determine the historical context that created a synthesis of influences.

(E) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.

(3) **Standard 3 – Music music expression: "Performing"**. The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills. will perform, imitate, compose a variety of music within specific guidelines.

(A) Perform music using a variety of sound sources, that may include electronic and computer sources. Choral Ensemble: Proficient: Sing with expression and accuracy, including proper technique and breath control, intonation, diction, correct pitches and rhythms, appropriate for a large and varied repertoire of vocal literature (e.g., madrigal, jazz, barbershop).

(B) Perform in solo or group ensembles through singing and playing instruments. Choral Ensemble: Advanced: Sing with expression and accuracy, including proper technique, breath control, diction and a variety of articulations appropriate for a large and varied repertoire of vocal literature.

(C) Critique a musical performance generating suggestions for improvement. Choral Ensemble: Proficient: Sing music written in four parts, with and without accompaniment at a moderate level of difficulty.

(D) Research how advances in music technology influence traditional careers in music and produce new creative opportunities. Choral Ensemble: Advanced: Sing music written for a variety of voicings (first soprano, second soprano, alto, tenor, baritone, bass) with and without accompaniment (a capella) at a moderate level to professional level of difficulty.

(E) Choral Ensemble: Proficient: Perform instrumental music accurately and in tune, and following the conductor.

(F) Choral Ensemble: Advanced: Perform instrumental music accurately (pitch, rhythm, phrasing, intonation, articulation in tune) balancing with the rest of the ensemble and responding to the conductor's cues.

(G) Choral Ensemble: Proficient: Perform with expression and technical accuracy a large and varied repertoire of instrumental literature.

(H) Choral Ensemble: Advanced: Perform on an instrument with expression (phrasing and interpretation) and accuracy (varied meters and keys), including appropriate technique specific to the instrument (i.e breathing techniques, mallet techniques and bowing techniques), using appropriate dynamics, tempo and articulations appropriate for the style of the music.

(4) **Standard 4 – Music music appreciation: "Creating".** The student understands and uses musical tools, including active listening to create and evaluate original works. Student will learn to appreciate music and extend their listening beyond music currently familiar to the student.

(A) Produce short rhythmic and melodic improvisations. Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed. For example, symphony concert behavior includes the following guidelines:

- (i) Arrive on time.
- (ii) Refrain from talking during the performance.
- (iii) Do not use cameras during a performance.
- (iv) Do not applaud until the conductor steps off the podium. (One does not applaud after separate movements of a composition).
- (v) Prepare for the performance by researching information about the music to be performed.

(B) Compose with or without a system of syllables, numbers, or letters. Demonstrate respect for music performed by the student and by other student and professional performers.

(C) Compare and contrast students' likes and dislikes of different kinds of music. Use appropriate terms to explain preferences for musical works and styles.

(D) Create original music using imagination and technical skill in applying the elements of music.

(E) Identify criteria for evaluating a musical composition, arrangement, improvisation, or performance by comparing it to an exemplary performance or musical work.

(5) **Choral ensembles.** Students will gain musical knowledge and skills, develop their leadership, teamwork, problem solving and goal setting abilities by participating in choral/vocal ensembles.

- (A) Identify compositional devices used in choral or instrumental works.
 - (B) Compare characteristics of two or more styles of music.
 - (C) Identify and explain the stylistic features of a given American musical work that serve to define its aesthetic tradition and its historical or cultural context.
 - (D) Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.
 - (E) Sing with expression and accuracy, including proper technique, breath control, diction, and a variety of articulations appropriate for a varied repertoire of vocal literature.
 - (F) Sing music written for a variety of voicings (e.g., first soprano, second soprano, alto, tenor, baritone, and bass) with and without accompaniment (a capella) at a moderate level to a professional level of difficulty.
 - (G) Perform in chamber settings and respond appropriately to other ensemble members' musical cues.
 - (H) Perform in large ensembles and respond appropriately to the conductor's patterns, gestures, and cues.
 - (I) Discuss how the subject matter learned in other disciplines is interrelated with and/or connected to music.
- (6) **Instrumental ensembles.** Students will gain musical knowledge and skills, develop their leadership, teamwork, problem solving and goal setting abilities by participating in instrumental music ensembles.
- (A) Identify compositional devices used in choral or instrumental works.
 - (B) Compare characteristics of two or more styles of music.
 - (C) Identify and explain the stylistic features of a given American musical work that serve to define its aesthetic tradition and its historical or cultural context.
 - (D) Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.
 - (E) Perform with expression, technical accuracy, and stylistic integrity a varied repertoire of instrumental literature.
 - (F) Perform on an instrument with expression and accuracy, including appropriate technique specific to the instrument.
 - (G) Perform in chamber settings and respond appropriately to other ensemble members' musical cues.
 - (H) Perform in large ensembles and respond appropriately to the conductor's patterns, gestures, and cues.
 - (I) Discuss how the subject matter learned in other disciplines is interrelated with and/or connected to music.

(c) **Media Arts.**

- (1) **Standard 1 – General Skills.** The Media Arts standards are embedded within the visual arts and general music content standards, and can be used to design curriculum in animation, film studies, graphic design, sound design and recording, digital photography, audio-video communication technology, broadcasting, journalism, performing arts, printing technology, telecommunications, and the visual arts.

- (A) Proficient: Use a variety of media arts technologies, techniques, and processes to communicate ideas

- (B) Advanced: Develop and expand using technologies, techniques, and processes related to media arts creatively.
- (C) Proficient: Make connections between media arts and other arts disciplines, of learning.
- (D) Advanced: Communicate and understand the interrelationship between media arts and other disciplines of learning.
- (E) Proficient: Demonstrate a working knowledge of digital citizenship.
- (F) Advanced: Demonstrate fluency of the responsible use of digital technology and digital citizenship.
- (G) Proficient: Explore language, tone and point of view in media arts texts.
- (H) Advanced: Analyze how language, tone, and point of view used in media arts texts influence variations in meaning and multiple interpretations of visual messages.
- (I) Proficient: Understand cultural and societal issues related to media arts.
- (J) Advanced: Debate the role of media arts and use of digital technologies in today's world.
- (K) Proficient: Use a variety of media arts techniques and processes to develop original ideas.
- (L) Advanced: Creatively use media arts techniques and processes to develop original ideas.
- (M) Proficient: Design media arts artwork that indicates an understanding of the elements and principles of artistic design. Create a portfolio of media arts artwork that indicates deep knowledge of the elements and principles of artistic design.