

NEXT GENERATION SUNSHINE STATE STANDARDS

for the

ARTS

Dance, Music, Theatre, and Visual Art



BIG IDEAS AND ENDURING UNDERSTANDINGS (EUs) IN THE ARTS

Big Idea C

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

EU C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

EU C.2 Assessing our own and others' artistic work, through critical thinking, problem-solving, and decision-making, is central to artistic growth.

EU C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

Big Idea S

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

EU S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

EU S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

EU S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

Big Idea O

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

EU O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

EU O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

EU O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

Big Idea H

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

EU H.1 Through study in the arts, we learn about and honor others and the world in which they live(d).

EU H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

EU H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

Big Idea F

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

EU F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

EU F.2 Careers in and related to the arts significantly and positively impact local and global economies.

EU F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

NGSSS-DANCE



GRADE K

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.K.C.1.1	Associate and identify words of action or feeling with watching or performing simple dances.
DA.K.C.1.2	Perform creative movement in a specific order.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.K.C.2.1	Explore movement possibilities to solve problems by experiencing tempo, level, and directional changes.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.K.C.3.1	Express preferences from among a teacher-selected set of dances.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.K.S.1.1	Discover movement through exploration, creativity, and imitation.
DA.K.S.1.2	Discover new ways to move by using imitation and imagery.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.K.S.2.1	Follow classroom directions.
DA.K.S.2.2	Retain simple sequences and accurate dance terminology over time.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.K.S.3.1	Refine gross- and fine-locomotor skills through repetition.
DA.K.S.3.2	Imitate simple exercises for strengthening and stretching the body.
DA.K.S.3.3	Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.
DA.K.S.3.4	Move to various musical and rhythmic accompaniments, responding to changes in tempo and dynamics.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.K.O.1.1	Improvise a short phrase based on the elements of dance.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.K.O.2.1	Improvise a short dance phrase with a clear beginning and ending.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.K.O.3.1	Use movement to express a feeling, idea, or story.
DA.K.O.3.2	Respond to a dance through movement and words.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	

Full ID#	BENCHMARK TEXT
DA.K.H.1.1	Dance to music from a wide range of cultures.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.K.F.1.1	Create free-form dances, using manipulatives, which are personally pleasing and show exploration and imagination.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.K.F.3.1	Follow classroom instructions given by the teacher.

GRADE 1

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.1.C.1.1	Identify and respond to the feelings expressed in movement pieces.
DA.1.C.1.2	Repeat simple movements from verbal cueing.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.1.C.2.1	Make movement choices, using one or more given elements, to complete a short phrase.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.1.C.3.1	Share personal opinions on selected movement pieces, recognizing that individual opinions often vary.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.1.S.1.1	Discover movement through exploration, creativity, self-discovery, and experimentation in dance.
DA.1.S.1.2	Explore how body parts move by using imitation and imagery.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.1.S.2.1	Listen attentively and follow directions when learning movement skills and sequences.
DA.1.S.2.2	Practice simple dance sequences with assistance.
DA.1.S.2.3	Perform simple movements on both sides of the body.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.1.S.3.1	Imitate basic body postures and maintain a pose in a held stance.
DA.1.S.3.2	Repeat simple body movements to strengthen and stretch the body.
DA.1.S.3.3	Practice moving body parts in and through space to develop coordination.
DA.1.S.3.4	Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.
DA.1.S.3.5	Explore, manipulate, and manage concepts of personal and general space by moving in different levels and directions.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	

Full ID#	BENCHMARK TEXT
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.1.O.1.1	Experiment with given elements to develop knowledge of their characteristics.
DA.1.O.1.2	Demonstrate awareness of expectations in class and at informal performances.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.1.O.2.1	Select and apply a change in tempo or level to transform the meaning, feeling, or look of a movement or phrase.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.1.O.3.1	Create movement phrases to express a feeling, idea, or story.
DA.1.O.3.2	Use accurate dance terminology to describe specified movements and shapes.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.1.H.1.1	Practice children’s dances from around the world.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.1.H.3.1	Perform movement that infuses music, language, and numbers.
DA.912.H.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.4	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.1.F.1.1	Create dances, with or without manipulatives, which imitate animated shapes, letters, animals, and/or storybook characters.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.1.F.3.1	Follow directions given by the teacher or by peers in small groups.

GRADE 2

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.2.C.1.1	Explain, using accurate dance terminology, how teacher-specified elements of dance are used in a phrase or dance piece.
DA.2.C.1.2	Demonstrate listening, observing, and following skills while learning dance movements; and perform them with the teacher and alone.
DA.2.C.1.3	Express creatively, using pictures, symbols, and/or words, the meaning or feeling of a dance piece.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.2.C.2.1	Decide which of two movements will express a desired result.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	

Full ID#	BENCHMARK TEXT
DA.2.C.3.1	Share personal opinions about a dance piece, using a mix of accurate dance and non-dance terminology.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.2.S.1.1	Demonstrate basic movement through kinesthetic exploration.
DA.2.S.1.2	Explore dance sequences by creating and imitating images that move through space.
DA.2.S.1.3	Follow body-part initiation through space to increase kinesthetic awareness.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.2.S.2.1	Demonstrate focus and concentration while listening to instructions and observing others' movement.
DA.2.S.2.2	Demonstrate simple dance sequences to show memorization and presentation skills.
DA.2.S.2.3	Follow and repeat movement on opposite sides of the body.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.2.S.3.1	Replicate basic positions with clear body lines and correct alignment.
DA.2.S.3.2	Perform bending and reaching exercises to increase strength, stamina, flexibility, and range of motion.
DA.2.S.3.3	Repeat given movements to show coordination between body parts.
DA.2.S.3.4	Maintain a demonstrated rhythm in time to musical accompaniment.
DA.2.S.3.5	Maintain balance in basic positions and in shifting weight through <i>plié</i> .
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.2.O.1.1	Identify the elements of dance in planned and improvised dance pieces to show early awareness of structure.
DA.2.O.1.2	Identify and practice specified procedures and etiquette in dance class and at performances.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.2.O.2.1	Change the feeling, meaning, or look of a movement phrase by altering the elements of dance.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.2.O.3.1	Use movement to interpret feelings, stories, pictures, and songs.
DA.2.O.3.2	Describe a dancer or dance piece using words, pictures, or movements.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.2.H.1.1	Perform a variety of dances to explore their origins, cultures, and themes.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.2.H.3.1	Create a dance phrase using numbers, shapes, and patterns.
DA.2.H.3.2	Describe connections between creating in dance and creating in other content areas.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	

Full ID#	BENCHMARK TEXT
DA.2.F.1.1	Create dances that interpret animals and storybook or other imagined characters.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.2.F.3.1	Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.

GRADE 3

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.3.C.1.1	Identify one or more elements and, using accurate dance terminology, discuss how they are used to shape a piece into a dance.
DA.3.C.1.2	Learn movement quickly and accurately through application of learning strategies.
DA.3.C.1.3	Identify and demonstrate changes made in various elements of a movement piece.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.3.C.2.1	Apply knowledge of basic elements of dance to identify examples in a dance piece.
DA.3.C.2.2	Share and apply feedback to improve the quality of dance movement.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.3.C.3.1	Examine one element of a dance piece and judge how well it expressed or supported the given intent.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.3.S.1.1	Create movement to express feelings, images, and stories.
DA.3.S.1.2	Respond to improvisation prompts, as an individual or in a group, to explore new ways to move.
DA.3.S.1.3	Explore positive and negative space to increase kinesthetic awareness.
DA.3.S.1.4	Create dance sequences, based on expanded, everyday gestures and/or movements.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.3.S.2.1	Explain why focus and cooperation are important in class and performance.
DA.3.S.2.2	Learn and repeat movement using observation and listening skills.
DA.3.S.2.3	Practice simple dance movements on both sides and facing in different directions.
DA.3.S.2.4	Use learning strategies to remember movement between classes and rehearsals.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.3.S.3.1	Demonstrate appropriate posture with strength in the abdomen and length in the spine.
DA.3.S.3.2	Perform safe practice exercises for increasing strength, flexibility, and range of motion.
DA.3.S.3.3	Perform far-reach exercises to demonstrate knowledge of the use of line in movement.
DA.3.S.3.4	Identify and demonstrate an understanding of the elements of time.
DA.3.S.3.5	Maintain center line of balance in place, in transfer of weight, and while changing levels.
DA.3.S.3.6	Execute a movement sequence, in and through space, with a specific expression.

Full ID#	BENCHMARK TEXT
DA.3.S.3.7	Rehearse movements and dance sequences to develop coordination and agility in muscular groups.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.3.O.1.1	Relate how the elements of dance are applied in classwork to how they are used in dance pieces.
DA.3.O.1.2	Identify the procedures and structures common to dance classes.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.3.O.2.1	Select an element to change within a phrase and discuss the results.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.3.O.3.1	Translate words, pictures, or movements into dance to express ideas or feelings.
DA.3.O.3.2	Use accurate dance terminology to respond to and communicate about dance.
DA.3.O.3.3	Share, using accurate dance terminology, ways in which dance communicates its meaning to the audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.3.H.1.1	Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.3.H.2.1	Discuss the roles that dance has played in various social, cultural, and folk traditions.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.3.H.3.1	Create and perform a dance inspired by developmentally appropriate literature, stories, or poems that has a beginning, middle, and end.
DA.3.H.3.2	Identify connections between the skills required to learn dance and the skills needed in other learning environments.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.3.F.1.1	Create dance pieces that interpret characters from stories, poems, and other literature sources.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.3.F.3.1	Be on time and prepared for classes, and work successfully in small- and large-group cooperative settings, following directions given by the teacher or peers.

GRADE 4

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.4.C.1.1	Create a tableau, theme, or main idea in a dance piece to explore the potential of shapes and space.
DA.4.C.1.2	Learn and produce short movement sequences, assisted by the teacher, using observation, imitation, and musical cues.

Full ID#	BENCHMARK TEXT
DA.4.C.1.3	Identify points within a dance piece at which mood, character, or meaning change abruptly or evolve.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.4.C.2.1	Apply knowledge of the basic elements of dance to suggest changes in a movement piece.
DA.4.C.2.2	Demonstrate the ability to participate in objective feedback sessions as a means of evaluating one's own and others' work.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.4.C.3.1	Evaluate a dance by examining how effectively two or more elements were used in the piece.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.4.S.1.1	Create movement sequences that are personally meaningful and/or express an idea.
DA.4.S.1.2	Improvise to music, using choreographic principles, and match tempo, phrasing, style, and emotion.
DA.4.S.1.3	Use kinesthetic awareness to explore movement in personal space and relative to other dancers.
DA.4.S.1.4	Change isolations, level, direction, or tempo to explore movement choices.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.4.S.2.1	Display attention, cooperation, and focus during class and performance.
DA.4.S.2.2	Recall and perform movement in short sequences to improve memorization and speed of replication.
DA.4.S.2.3	Replicate movement sequences on opposite sides of the body or in the opposite direction.
DA.4.S.2.4	Demonstrate application and memorization of corrections given by the teacher.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.4.S.3.1	Observe and practice appropriate alignment of the torso, arms, and legs in a given dance sequence, using assisted correction, allegory, and/or imagery to support understanding and successful repetition.
DA.4.S.3.2	Identify weaknesses in personal strength, flexibility, and range of motion, and apply basic, safe practice exercises to address the need.
DA.4.S.3.3	Practice weight shift and transitions through <i>plié</i> , <i>élévation</i> , <i>piqué</i> , and <i>chassé</i> .
DA.4.S.3.4	Replicate timing, rhythm, and accents demonstrated by the teacher and peers.
DA.4.S.3.5	Maintain center of balance in various positions.
DA.4.S.3.6	Practice varying expression and intention by moving in dance sequences using direct and indirect space and active and passive energy.
DA.4.S.3.7	Repeat dance sequences with increasing speed and articulation to develop agility and coordination.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.4.O.1.1	Describe how the elements of dance are used in class and in dance pieces.
DA.4.O.1.2	Describe how the procedures and structures in a dance class help create a positive and healthful environment for learning.
DA.4.O.1.3	Investigate the positions, initiations, and movements within a given step.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.4.O.2.1	Experiment with a dance phrase by using a variety of elements to create a variation on the original work.
DA.4.O.2.2	Describe how the contributions of one or more selected innovators changed a particular genre or dance form.

Full ID#	BENCHMARK TEXT
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.4.O.3.1	Express ideas through movements, steps, and gestures.
DA.4.O.3.2	Use accurate dance terminology as a means of asking questions, discussing dances, and learning new dance pieces.
DA.4.O.3.3	Respect varying interpretations of a dance, recognizing that viewer perspectives may be different.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.4.H.1.1	Perform dances from different cultures, emulating the essential movement characteristics and traditions.
DA.4.H.1.2	Discuss why people of various ages and cultures dance and how they benefit from doing so.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.4.H.2.1	Identify and examine important figures, historical events, and trends that have helped shape dance.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.4.H.3.1	Create a dance with student-selected components from other content areas and/or personal interests.
DA.4.H.3.2	Use improvisation and movement studies to explore concepts from other content areas.
DA.4.H.3.3	Describe how dance and music can each be used to interpret and support the other.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.4.F.1.1	Collaborate with others to create dance pieces that show innovative movement options.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.4.F.2.1	Describe the various roles and responsibilities of careers in dance.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.4.F.3.1	Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.

GRADE 5

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.5.C.1.1	Identify and discuss, using background knowledge of structure and personal experience, concepts and themes in dance pieces.
DA.5.C.1.2	Learn and produce movement sequences, assisted by the teacher, with speed and accuracy.
DA.5.C.1.3	Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.5.C.2.1	Visualize and experiment with a variety of potential solutions to a given dance problem and explore the effects of each option.
DA.5.C.2.2	Demonstrate the ability to share objective, positive feedback and constructive criticism, and apply suggested changes with the guidance of others.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	

Full ID#	BENCHMARK TEXT
DA.5.C.3.1	Critique a dance piece using established criteria.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.5.S.1.1	Apply choreographic principles to create dance steps or sequences.
DA.5.S.1.2	Demonstrate dynamic changes in response to one or more sources.
DA.5.S.1.3	Manipulate given elements of a phrase to produce variations and expand movement choices.
DA.5.S.1.4	Use kinesthetic awareness to respond to shared movement with one or more dancers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.5.S.2.1	Demonstrate the ability to focus and maintain presence during dance classes and performances.
DA.5.S.2.2	Practice purposefully, over time, to improve technique and performance in a choreographed piece.
DA.5.S.2.3	Follow and repeat movement on the opposite side of the body or in reverse order.
DA.5.S.2.4	Adapt and apply ensemble corrections to personal work.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.5.S.3.1	Demonstrate basic posture, engage abdominal muscles, lengthen the spine, and show awareness of shoulder-to-hip line.
DA.5.S.3.2	Increase strength, flexibility, and range of motion in the joints based on an awareness of safe practices and knowledge of basic anatomy and physiology.
DA.5.S.3.3	Practice shifting weight from one leg to another using space and various levels and shapes.
DA.5.S.3.4	Perform a phrase that uses complex changes in rhythms and meters.
DA.5.S.3.5	Apply understanding of support, weight placement, and center of gravity to attain balance.
DA.5.S.3.6	Change the expression or intention of a given dance sequence by applying two contrasting dynamic elements.
DA.5.S.3.7	Dissect dance sequences to understand how movement is initiated, articulated, and practiced, and to develop agility and coordination.
DA.5.S.3.8	Explore the use of sagittal, vertical, and horizontal line.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.5.O.1.1	Analyze individual elements of a choreographic work to determine how they comprise the structure of a dance piece.
DA.5.O.1.2	Review and apply the procedures and structures of class and performance to gain respect for their purposes and the traditions of the discipline.
DA.5.O.1.3	Identify and explain the positions and movements within a given step or combination.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.5.O.2.1	Make one or more revisions to a given dance phrase and explain how the meaning or feeling was altered.
DA.5.O.2.2	Identify ways in which dance innovators contributed to new directions in the art form.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.5.O.3.1	Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words.
DA.5.O.3.2	Use accurate dance terminology as a means of identifying, communicating, and documenting movement vocabulary.
DA.5.O.3.3	Use accurate dance terminology and/or movement vocabulary to respond to movement based on personal ideas,

Full ID#	BENCHMARK TEXT
	values, or point of view.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.5.H.1.1	Share and perform dances from diverse cultural or historical backgrounds and describe their significance within their original context.
DA.5.H.1.2	Describe the dances, music, and authentic costumes from specified world cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.5.H.2.1	Describe historical developments and the continuing evolution of various dance forms.
DA.5.H.2.2	Classify a dance performance or repertoire piece by origin, genre, or period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.5.H.3.1	Create a dance, inspired by another art form, which shows one or more connections between the two disciplines.
DA.5.H.3.2	Demonstrate how math and science concepts may be used in dance.
DA.5.H.3.3	Describe how the self-discipline required in dance training can be applied to other areas of study.
DA.5.H.3.4	Perform a movement study based on a personal interpretation of a work of art.
DA.5.H.3.5	Identify the use of world languages in various dance genres.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.5.F.1.1	Evaluate the effectiveness of combining other works of art with specified works of dance.
DA.5.F.1.2	Evaluate the impact of technology on a specified work of dance.
DA.5.F.1.3	Incorporate creative risk-taking when improvising or developing a dance phrase.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.5.F.2.1	Identify dance and dance-related businesses in the community and describe their impact.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.5.F.3.1	Show leadership by sharing ideas or by demonstrating or teaching skills to others.

GRADE 6-8

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.68.C.1.1	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
DA.68.C.1.2	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.
DA.68.C.1.3	Evaluate, using personal and established criteria, how choreographic structures and/or production elements were designed to impact mood or aesthetic value within a dance piece.
DA.68.C.1.4	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic	

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	growth.
DA.68.C.2.1	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work.
	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
DA.68.C.3.1	Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.
DA.68.C.3.2	Evaluate key elements observed in historically significant, exemplary works of dance.
	SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
DA.68.S.1.1	Explore dance phrases to investigate choreographic principles and structures.
DA.68.S.1.2	Experiment with improvisational exercises to develop creative risk-taking capacities.
DA.68.S.1.3	Analyze the possibilities and limitations of the body through short dance sequences.
DA.68.S.1.4	Use kinesthetic knowledge to demonstrate knowledge of partnering and movement relationships between two or more dancers.
	Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.2	Memorize and replicate movement sequences with speed and accuracy in class or audition settings.
DA.68.S.2.3	Explore the complexity of sequencing through reversing and reordering movement sequences.
DA.68.S.2.4	Transfer corrections or concepts from the execution of one class exercise to another.
DA.68.S.2.5	Rehearse to improve the performance quality of dance pieces.
	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
DA.68.S.3.1	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
DA.68.S.3.3	Apply the mechanics of movement transitions and weight changes.
DA.68.S.3.4	Perform, using dance technique, with musical accuracy and expression.
DA.68.S.3.5	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.
DA.68.S.3.6	Change the expression or intention of a dance sequence by manipulating one or more dynamic elements.
DA.68.S.3.7	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
DA.68.S.3.8	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.
	ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.
	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
DA.68.O.1.1	Compare characteristics of two dance forms.
DA.68.O.1.2	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
DA.68.O.1.3	Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations.
DA.68.O.1.4	Explain the order and purpose of a logical and healthful dance class.

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DA.68.O.1.5	Identify, define, and give examples of the elements of dance and/or principles of design to show how they give structure to a dance piece.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.68.O.2.1	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
DA.68.O.2.2	Explain how the innovations of selected dance pioneers transformed specified dance genres.
DA.68.O.2.3	Research and discuss examples of dance performed in venues other than the conventional proscenium theater and analyze how they were adapted to fit the space.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.68.O.3.1	Express concrete and abstract concepts through dance using ideas and experiences of personal significance.
DA.68.O.3.2	Create physical images to communicate the intent of a movement, phrase, or dance piece.
DA.68.O.3.3	Record dance sequences using accurate dance terminology to identify movements, positions, and shapes.
DA.68.O.3.4	Research existing methods of recording or documenting dance as a way of sharing and preserving it.
DA.68.O.3.5	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.68.H.1.1	Identify and execute characteristic rhythms in dances representing one or more cultures.
DA.68.H.1.2	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.
DA.68.H.1.3	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.68.H.2.1	Analyze dance in various cultural and historical periods, and discuss how it has changed over time.
DA.68.H.2.2	Compare the roles of dance in various cultures.
DA.68.H.2.3	Predict, using one's imagination and knowledge of history and technology, how dance may be designed and/or presented in the future.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.68.H.3.1	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
DA.68.H.3.2	Compare elements and principles of composition with elements and principles of other art forms.
DA.68.H.3.3	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
DA.68.H.3.4	Create or perform a dance piece using ideas and principles common to dance and another art form.
DA.68.H.3.5	Practice using world languages and accurate dance terminology suitable to each dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.68.F.1.1	Interpret and respond to works by master choreographers who used innovative technology and integrated information from non-dance content areas.
DA.68.F.1.2	Explore use of technology as a tool for creating, refining, and responding to dance.
DA.68.F.1.3	Practice creative risk-taking through dance improvisation and performance.
Careers in and related to the arts significantly and positively impact local and global economies.	

Full ID#	BENCHMARK TEXT
DA.68.F.2.1	Explain the roles of dance production personnel.
DA.68.F.2.2	Identify local or regional resources to understand their importance to dancers.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.68.F.3.1	Demonstrate leadership, preparedness, and adaptability by sharing ideas or teaching skills to others in small and large groups.
DA.68.F.3.2	Investigate and make use of a broad array of resources to update and strengthen skills and/or knowledge in the field.
DA.68.F.3.3	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance.
DA.68.F.3.4	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
DA.68.F.3.5	Describe basic functions of skeletal and muscular systems.
DA.68.F.3.6	Research and reference common dance injuries.

GRADE 9-12

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.1	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
DA.912.C.1.3	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.
DA.912.C.1.4	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.1	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.912.S.1.1	Synthesize a variety of choreographic principles and structures to create a dance.
DA.912.S.1.2	Generate choreographic ideas through improvisation and physical brainstorming.

Full ID#	BENCHMARK TEXT
DA.912.S.1.3	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.1.4	Create dance studies using dance vocabulary and innovative movement.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.3	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.1	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.5	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.
DA.912.S.3.6	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.7	Move with agility, alone and relative to others, to perform complex dance sequences.
DA.912.S.3.8	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.
DA.912.S.3.9	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
DA.912.S.3.10	Articulate and consistently apply principles of alignment to ballet <i>barre</i> , center, and across-the-floor combinations.
DA.912.S.3.11	Move with agility and coordination, alone and relative to others, to perform developmentally and technically appropriate ballet vocabulary in combinations.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.1	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
DA.912.O.1.3	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
DA.912.O.1.4	Analyze, design, and facilitate an instructional sequence to show understanding of how the structure of dance classes relates to the overall development of the dancer.
DA.912.O.1.5	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.912.O.2.1	Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.
DA.912.O.2.2	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.
DA.912.O.2.3	Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers.

Full ID#	BENCHMARK TEXT
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.4	Devise and/or use a method of recording or documenting choreography to remember and archive works.
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.1	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.4	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
DA.912.H.1.5	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
DA.912.H.1.6	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.912.H.2.1	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.
DA.912.H.2.2	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
DA.912.H.2.3	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.1	Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work.
DA.912.H.3.2	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.
DA.912.H.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.4	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.912.F.1.1	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.

Full ID#	BENCHMARK TEXT
DA.912.F.1.2	Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.
DA.912.F.1.3	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.912.F.2.1	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.
DA.912.F.2.2	Investigate local, regional, state, national, and global resources to support dance-related work and study.
DA.912.F.2.3	Research the breadth and depth to which a dance company or performing arts center enhances the local and regional economy.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.1	Demonstrate leadership and responsibility through designing choreography, planning rehearsals, or directing a dance piece.
DA.912.F.3.2	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.
DA.912.F.3.3	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance.
DA.912.F.3.4	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
DA.912.F.3.5	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
DA.912.F.3.7	Create and follow a plan to meet deadlines for projects to show initiative and self-direction.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.9	Choreograph, plan rehearsals, direct, and produce a concert piece; and evaluate the results to demonstrate artistic ability, leadership, and responsibility.
DA.912.F.3.10	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.

NGSSS–MUSIC



GRADE K

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.K.C.1.1	Respond to music from various sound sources to show awareness of steady beat.
MU.K.C.1.2	Identify various sounds in a piece of music.
MU.K.C.1.3	Identify, visually and aurally, pitched and unpitched classroom instruments.
MU.K.C.1.4	Identify singing, speaking, and whispering voices.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.K.C.2.1	Identify similarities and/or differences in a performance.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.K.C.3.1	Share opinions about selected pieces of music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.K.S.1.1	Improvise a response to a musical question sung or played by someone else.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.K.S.2.1	Sing or play songs from memory.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.K.S.3.1	Sing songs of limited range appropriate to the young child and use the head voice.
MU.K.S.3.2	Perform simple songs and accompaniments.
MU.K.S.3.3	Match pitches in a song or musical phrase in one or more keys.
MU.K.S.3.4	Imitate simple rhythm patterns played by the teacher or a peer.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.K.O.1.1	Respond to beat, rhythm, and melodic line through imitation.
MU.K.O.1.2	Identify similarities and differences in melodic phrases and/or rhythm patterns.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.K.O.3.1	Respond to music to demonstrate how it makes one feel.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.K.H.1.1	Respond to music from diverse cultures through singing and movement.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	

Full ID#	BENCHMARK TEXT
MU.K.H.2.1	Respond to and/or perform folk music of American cultural sub-groups.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.K.H.3.1	Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.K.F.1.1	Respond to and explore music through creative play and found sounds in the music classroom.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.K.F.3.1	Exhibit age-appropriate music and life skills that will add to the success in the music classroom.

GRADE 1

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.1.C.1.1	Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.
MU.1.C.1.2	Respond to music from various sound sources to show awareness of differences in musical ideas.
MU.1.C.1.3	Classify instruments into pitched and unpitched percussion families.
MU.1.C.1.4	Differentiate between music performed by one singer and music performed by a group of singers.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.1.C.2.1	Identify the similarities and differences between two performances of a familiar song.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.1.C.3.1	Share different thoughts or feelings people have about selected pieces of music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.1.S.1.1	Improvise a four-beat response to a musical question sung or played by someone else.
MU.1.S.1.2	Create short melodic and rhythmic patterns based on teacher-established guidelines.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.1.S.2.1	Sing or play songs, which may include changes in verses or repeats, from memory.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.1.S.3.1	Sing simple songs in a group, using head voice and maintaining pitch.
MU.1.S.3.2	Play three- to five-note melodies and/or accompaniments on classroom instruments.
MU.1.S.3.3	Sing simple la-sol-mi patterns at sight.
MU.1.S.3.4	Match simple aural rhythm patterns in duple meter with written patterns.
MU.1.S.3.5	Show visual representation of simple melodic patterns performed by the teacher or a peer.

Full ID# BENCHMARK TEXT	
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.1.O.1.1	Respond to contrasts in music as a foundation for understanding structure.
MU.1.O.1.2	Identify patterns of a simple, four-measure song or speech piece.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.1.O.3.1	Respond to changes in tempo and/or dynamics within musical examples.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.1.H.1.1	Perform simple songs, dances, and musical games from a variety of cultures.
MU.1.H.1.2	Explain the work of a composer.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.1.H.2.1	Identify and perform folk music used to remember and honor America and its cultural heritage.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.1.H.3.1	Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.1.F.1.1	Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.1.F.2.1	Describe how he or she likes to participate in music.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.1.F.3.1	Demonstrate appropriate manners and teamwork necessary for success in a music classroom.

GRADE 2

Full ID# BENCHMARK TEXT	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.2.C.1.1	Identify appropriate listening skills for learning about musical examples selected by the teacher.
MU.2.C.1.2	Respond to a piece of music and discuss individual interpretations.
MU.2.C.1.3	Classify unpitched instruments into metals, membranes, shakers, and wooden categories.
MU.2.C.1.4	Identify child, adult male, and adult female voices by timbre.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.2.C.2.1	Identify strengths and needs in classroom performances of familiar songs.

Full ID#	BENCHMARK TEXT
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.2.C.3.1	Discuss why musical characteristics are important when forming and discussing opinions about music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.2.S.1.1	Improvise short phrases in response to a given musical question.
MU.2.S.1.2	Create simple ostinati to accompany songs or poems.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.2.S.2.1	Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.2.S.3.1	Sing songs in an appropriate range, using head voice and maintaining pitch.
MU.2.S.3.2	Play simple melodies and/or accompaniments on classroom instruments.
MU.2.S.3.3	Sing simple la-sol-mi-do patterns at sight.
MU.2.S.3.4	Compare aural melodic patterns with written patterns to determine whether they are the same or different.
MU.2.S.3.5	Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.2.O.1.1	Identify basic elements of music in a song or instrumental excerpt.
MU.2.O.1.2	Identify the form of a simple piece of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.2.O.3.1	Describe changes in tempo and dynamics within a musical work.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.2.H.1.1	Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.
MU.2.H.1.2	Identify the primary differences between composed and folk music.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.2.H.2.1	Discuss how music is used for celebrations in American and other cultures.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.2.H.3.1	Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.2.F.1.1	Create a musical performance that brings a story or poem to life.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.2.F.2.1	Describe how people participate in music.

Full ID#	BENCHMARK TEXT
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.2.F.3.1	Collaborate with others in a music presentation and discuss what was successful and what could be improved.

GRADE 3

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.3.C.1.1	Describe listening skills and how they support appreciation of musical works.
MU.3.C.1.2	Respond to a musical work in a variety of ways and compare individual interpretations.
MU.3.C.1.3	Identify families of orchestral and band instruments.
MU.3.C.1.4	Discriminate between unison and two-part singing.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.3.C.2.1	Evaluate performances of familiar music using teacher-established criteria.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.3.C.3.1	Identify musical characteristics and elements within a piece of music when discussing the value of the work.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.3.S.1.1	Improvise rhythms or melodies over ostinati.
MU.3.S.1.2	Create an alternate ending to a familiar song.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.3.S.2.1	Identify patterns in songs to aid the development of sequencing and memorization skills.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.3.S.3.1	Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.
MU.3.S.3.2	Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.
MU.3.S.3.3	Sing simple la-sol-mi-re-do patterns at sight.
MU.3.S.3.4	Match simple aural rhythm patterns in duple and triple meter with written patterns.
MU.3.S.3.5	Notate simple rhythmic and melodic patterns using traditional notation.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.3.O.1.1	Identify, using correct music vocabulary, the musical elements in a piece of music.
MU.3.O.1.2	Identify and describe the musical form of a familiar song.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.3.O.2.1	Rearrange melodic or rhythmic patterns to generate new phrases.

Full ID# BENCHMARK TEXT	
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.3.O.3.1	Describe how tempo and dynamics can change the mood or emotion of a piece of music.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.3.H.1.1	Compare indigenous instruments of specified cultures.
MU.3.H.1.2	Identify significant information about specified composers and one or more of their musical works.
MU.3.H.1.3	Identify timbre(s) in music from a variety of cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.3.H.2.1	Discuss how music in America was influenced by people and events in its history.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.3.H.3.1	Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.3.F.1.1	Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.3.F.2.1	Identify musicians in the school, community, and media.
MU.3.F.2.2	Describe opportunities for personal music-making.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.3.F.3.1	Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

GRADE 4

Full ID# BENCHMARK TEXT	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.4.C.1.1	Develop effective listening strategies and describe how they can support appreciation of musical works.
MU.4.C.1.2	Describe, using correct music vocabulary, what is heard in a specific musical work.
MU.4.C.1.3	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.
MU.4.C.1.4	Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.4.C.2.1	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.
MU.4.C.2.2	Critique specific techniques in one's own and others' performances using teacher-established criteria.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	

Full ID#	BENCHMARK TEXT
MU.4.C.3.1	Describe characteristics that make various musical works appealing.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.4.S.1.1	Improvise phrases, using familiar songs.
MU.4.S.1.2	Create melodic patterns using a variety of sound sources.
MU.4.S.1.3	Arrange a familiar song for voices or instruments by manipulating form.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.4.S.2.1	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.4.S.3.1	Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
MU.4.S.3.2	Play rounds, canons, or layered ostinati on classroom instruments.
MU.4.S.3.3	Perform extended pentatonic melodies at sight.
MU.4.S.3.4	Play simple ostinati, by ear, using classroom instruments.
MU.4.S.3.5	Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.4.O.1.1	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.4.O.2.1	Create variations for selected melodies.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.4.O.3.1	Identify how expressive elements and lyrics affect the mood or emotion of a song.
MU.4.O.3.2	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.4.H.1.1	Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.
MU.4.H.1.2	Describe the influence of selected composers on the musical works and practices or traditions of their time.
MU.4.H.1.3	Identify pieces of music that originated from cultures other than one's own.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.4.H.2.1	Perform, listen to, and discuss music related to Florida's history.
MU.4.H.2.2	Identify ways in which individuals of varying ages and cultures experience music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.4.H.3.1	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a

Full ID#	BENCHMARK TEXT
	different academic area.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.4.F.1.1	Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.4.F.2.1	Describe roles and careers of selected musicians.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.4.F.3.1	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.
MU.4.F.3.2	Discuss the safe, legal way to download songs and other media.

GRADE 5

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.5.C.1.1	Discuss and apply listening strategies to support appreciation of musical works.
MU.5.C.1.2	Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.
MU.5.C.1.3	Identify, aurally, selected instruments of the band and orchestra.
MU.5.C.1.4	Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.5.C.2.1	Define criteria, using correct music vocabulary, to critique one's own and others' performance.
MU.5.C.2.2	Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.5.C.3.1	Develop criteria to evaluate an exemplary musical work from a specific period or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.5.S.1.1	Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.
MU.5.S.1.2	Compose short vocal or instrumental pieces using a variety of sound sources.
MU.5.S.1.3	Arrange a familiar song by manipulating specified aspects of music.
MU.5.S.1.4	Sing or play simple melodic patterns by ear with support from the teacher.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.5.S.2.1	Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

Full ID#	BENCHMARK TEXT
MU.5.S.2.2	Apply performance techniques to familiar music.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.5.S.3.1	Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
MU.5.S.3.2	Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.
MU.5.S.3.3	Perform simple diatonic melodies at sight.
MU.5.S.3.4	Play melodies and accompaniments, by ear, using classroom instruments.
MU.5.S.3.5	Notate rhythmic phrases and simple diatonic melodies using traditional notation.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.5.O.1.1	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.5.O.2.1	Create a new melody from two or more melodic motifs.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.5.O.3.1	Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
MU.5.O.3.2	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.5.H.1.1	Identify the purposes for which music is used within various cultures.
MU.5.H.1.2	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
MU.5.H.1.3	Compare stylistic and musical features in musical works originating from different cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.5.H.2.1	Examine the contributions of musicians and composers for a specific historical period.
MU.5.H.2.2	Describe how technology has changed the way audiences experience music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.5.H.3.1	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.5.F.1.1	Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.5.F.2.1	Describe jobs associated with various types of concert venues and performing arts centers.
MU.5.F.2.2	Explain why live performances are important to the career of the artist and the success of performance venues.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.5.F.3.1	Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.

Full ID#	BENCHMARK TEXT
MU.5.F.3.2	Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.

GRADE 6-8

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
MU.68.C.1.3	Identify, aurally, instrumental styles and a variety of instrumental ensembles.
MU.68.C.1.4	Identify, aurally, a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
MU.68.C.2.3	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.2	Compose a short musical piece.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
MU.68.S.1.5	Perform melodies with chord progressions.
MU.68.S.1.6	Compose a melody, with or without lyrics, over a standard harmonic progression.
MU.68.S.1.7	Explain and employ basic functions of MIDI for sequencing and/or editing, including interface options and types of controllers.
MU.68.S.1.8	Demonstrate specified mixing and editing techniques using selected software and hardware.
MU.68.S.1.9	Describe the function and purposes of various types of microphones and demonstrate correct set-up and use of two or more microphones for recording a music performance.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.

Full ID#	BENCHMARK TEXT
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.1	Create a composition, manipulating musical elements and exploring the effects of those manipulations.
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.3	Describe how American music has been influenced by other cultures.
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
MU.68.H.1.5	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.68.F.1.1	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
MU.68.F.1.2	Create an original composition that reflects various performances that use "traditional" and contemporary technologies.
Careers in and related to the arts significantly and positively impact local and global economies.	

Full ID#	BENCHMARK TEXT
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
MU.68.F.3.3	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.

GRADE 9-12

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
MU.912.C.1.3	Analyze instruments of the world and classify them by common traits.
MU.912.C.1.4	Compare and perform a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.2	Compose music for voices and/or acoustic, digital, or electronic instruments.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
MU.912.S.1.5	Research and report on the impact of MIDI as an industry-standard protocol.
MU.912.S.1.6	Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge.
MU.912.S.1.7	Combine and/or create virtual and audio instruments.
MU.912.S.1.8	Record, mix, and edit a recorded performance.
MU.912.S.1.9	Score music and use Foley art for a video segment or full video.

Full ID#	BENCHMARK TEXT
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
MU.912.H.2.3	Analyze the evolution of a music genre.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

Full ID#	BENCHMARK TEXT
MU.912.H.3.2	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
MU.912.F.1.2	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
MU.912.F.2.3	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.

NGSSS-THEATRE



Grade K

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.K.C.1.1	Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.K.C.2.1	Respond to a performance and share personal preferences about parts of the performance.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.K.C.3.1	Recognize that individuals may like different things about a selected story or play.
TH.K.C.3.2	Share reactions to a live theatre performance.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.K.S.1.1	Demonstrate appropriate audience behavior at a live performance.
TH.K.S.1.2	Describe play-acting, pretending, and real life.
TH.K.S.1.3	Describe personal preferences related to a performance.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.K.S.2.1	Pretend to be a character from a given story.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.K.S.3.1	Use imagination to show a person at work, using the body and voice to communicate ideas.
TH.K.S.3.2	Describe the concept of beginning, middle, and ending in stories using dramatic play.
TH.K.S.3.3	Demonstrate use of the stage space using dramatic play.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.K.O.1.1	Share opinions about a story with classmates.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.K.O.2.1	Draw a picture of a favorite scene from a play.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.K.O.3.1	Compare a story that is read to one that is acted out.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	

Full ID#	BENCHMARK TEXT
TH.K.H.2.1	Identify how the elements of place and time can change a story.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.K.H.3.1	Describe feelings related to watching a play.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.K.F.1.1	Pretend to be an animal by imitating its movements and sounds.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.K.F.3.1	Exhibit age-appropriate dramatic play behaviors.

Grade 1

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.1.C.1.1	Create a story and act it out, using a picture of people, animals, or objects as the inspiration.
TH.1.C.1.2	Draw a picture from a favorite story and share with the class why the scene was important to the story.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.1.C.2.1	Discuss what worked well and what didn't work well after acting out a story.
TH.1.C.2.2	Identify elements of an effective performance.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.1.C.3.1	Share opinions about selected plays.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.1.S.1.1	Exhibit appropriate audience etiquette and response.
TH.1.S.1.2	Demonstrate the differences between play-acting, pretending, and real life.
TH.1.S.1.3	Explain personal preferences related to a performance.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.1.S.2.1	Collaborate with others to present scenes from familiar stories.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.1.S.3.1	Use simple acting techniques to portray a person, place, action, or thing.
TH.1.S.3.2	Describe characters and plot development discovered during dramatic play.
TH.1.S.3.3	Distinguish stage space from audience space to show understanding of the physical relationship between audience and actor in performance.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	

Full ID#	BENCHMARK TEXT
TH.1.O.1.1	Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.1.O.2.1	Describe in words or by drawing a picture, the most exciting part in the story line of a play.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.1.O.3.1	Compare a play to an animated movie that tells the same story.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.1.H.1.1	Identify characters in stories from various cultures.
TH.1.H.1.2	Describe how people respond to special events in the community.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.1.H.2.1	Re-tell a story, demonstrating respect, from a culture other than one's own.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.1.H.3.1	Identify similarities between plays and stories.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.1.F.1.1	Pretend to be an animal or person living in an imagined place.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.1.F.3.1	Describe and discuss how to work together as actors.

Grade 2

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.2.C.1.1	Describe a character in a story and tell why the character is important to the story.
TH.2.C.1.2	Respond to a play by drawing and/or writing about a favorite aspect of it.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.2.C.2.1	Discuss the purpose of a critique.
TH.2.C.2.2	Describe how an actor in a play, musical, or film creates a character.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.2.C.3.1	Identify important characteristics to discuss when sharing opinions about theatre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.2.S.1.1	Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.

Full ID#	BENCHMARK TEXT
TH.2.S.1.2	Compare, explain, and exhibit the differences between play-acting, pretending, and real life.
TH.2.S.1.3	Explain, using specific examples, why some individuals may or may not like a particular performance.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.2.S.2.1	Collaborate with others to perform a scene and solve challenges.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.2.S.3.1	Create imagined characters, relationships, and environments using basic acting skills.
TH.2.S.3.2	Communicate with others the concept of dramatic conflict and resolution in stories using dramatic play.
TH.2.S.3.3	Create the stage space to communicate character and action in specific locales.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.2.O.1.1	Compare the differences between reading a story and seeing it as a play.
TH.2.O.1.2	Explain the difference between the stage, backstage, and audience areas.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.2.O.2.1	Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.2.O.3.1	Identify theatrical elements and vocabulary found in everyday life.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.2.H.1.1	Read and dramatize stories with similar themes to show developing knowledge of, and respect for, cultural differences.
TH.2.H.1.2	Explain how to respond as an audience member in a different way, depending on the style of performance.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.2.H.2.1	Identify universal characters in stories from different cultures.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.2.H.3.1	Create dialogue for characters from a story.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.2.F.1.1	Create and sustain a character inspired by a class reading or activity.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.2.F.2.1	Identify the jobs people can have in a theater.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.2.F.3.1	Identify what was successful about a collaborative theatre activity.

Grade 3

Full ID#	BENCHMARK TEXT
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Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.3.C.1.1	Create an imaginative costume piece or prop out of everyday items found around the classroom or at home and use it as the basis to tell an original story.
TH.3.C.1.2	Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.3.C.2.1	Revise a formal or informal performance after receiving a critique.
TH.3.C.2.2	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.3.C.3.1	Discuss the techniques that help create an effective theatre work.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.3.S.1.1	Demonstrate effective audience etiquette and constructive criticism for a live performance.
TH.3.S.1.2	Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.
TH.3.S.1.3	Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.3.S.2.1	Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.3.S.3.1	Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.
TH.3.S.3.2	Use information gained from research to shape the creation of a character.
TH.3.S.3.3	Describe elements of dramatic performance that produce an emotional response in oneself or an audience.
TH.3.S.3.4	Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.3.O.1.1	Describe how an actor creates a character.
TH.3.O.1.2	Discuss why we use costumes and makeup in a play.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.3.O.2.1	Describe what happened in a play, using age-appropriate theatre terminology.
TH.3.O.2.2	Collaborate to create a collage to show the emotion(s) of a particular story or play.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.3.O.3.1	Compare the characteristics of theatre to television and movies.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	

Full ID#	BENCHMARK TEXT
TH.3.H.1.1	Understand how cultural differences are expressed through character, environment, and theme.
TH.3.H.1.2	Interview an adult and create a story from his or her life using any theatrical form.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.3.H.2.1	Identify geographical or cultural origins of stories.
TH.3.H.2.2	Create and tell a story, fable, or tale.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.3.H.3.1	Identify interpersonal skills that are learned through participation in a play.
TH.3.H.3.2	Discuss differences between stories that are presented in different modes or time periods.
TH.3.H.3.3	Plan and perform a simple performance based on a theme from another content area.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.3.F.1.1	Create and/or collect appropriate props and costumes and use them to help tell a story.
TH.3.F.1.2	Arrange classroom furniture to create an environment for a story.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.3.F.2.1	Identify non-theatre professions that require the same skills as are used in theatre.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.3.F.3.1	Participate in a collaborative project to create a theatrical performance and reflect on the experience.

Grade 4

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.4.C.1.1	Devise a story about an age-appropriate issue and explore different endings.
TH.4.C.1.2	Describe choices made to create an original pantomime based on a fable, folk tale, or fairy tale.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.4.C.2.1	Provide a verbal critique to help strengthen a peer's performance.
TH.4.C.2.2	Reflect on the strengths and needs of one's own performance.
TH.4.C.2.3	Describe the choices perceived in a peer's performance or design.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.4.C.3.1	Identify the characteristics of an effective acting performance.
TH.4.C.3.2	Create an original scene or monologue based on a historical event or person.
TH.4.C.3.3	Define the elements of a selected scene that create an effective presentation of an event or person.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	

Full ID#	BENCHMARK TEXT
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.4.S.1.1	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
TH.4.S.1.2	Discuss the concept of "willing suspension of disbelief" used in theatre to help create the illusion of real life in performances.
TH.4.S.1.3	Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.4.S.2.1	Collaborate with others to share responsibilities for a production.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.4.S.3.1	Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story.
TH.4.S.3.2	Use information gained from research to shape acting choices in a simple, historically based scene.
TH.4.S.3.3	Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
TH.4.S.3.4	Manipulate the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create different environments for a classroom piece.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.4.O.1.1	Describe what a designer and director do to support the actor in creating a performance.
TH.4.O.1.2	Identify common audience conventions used when viewing a play.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.4.O.2.1	Write a summary of dramatic events after reading or watching a play.
TH.4.O.2.2	Create a mask to show a comic or tragic character.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.4.O.3.1	Explain how theatre and its conventions are used to communicate ideas.
TH.4.O.3.2	Explore how theatre is used to understand different cultures.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.4.H.1.1	Re-create a famous character from Florida history.
TH.4.H.1.2	Define how a character might react to a new set of circumstances in a given story.
TH.4.H.1.3	Identify playwrights whose lives or careers have a connection with Florida.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.4.H.2.1	Discover how the same idea or theme is treated in a variety of cultural and historic periods.
TH.4.H.2.2	Re-tell stories, fables, and/or tales from cultures that settled in Florida.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.4.H.3.1	Describe how individuals learn about themselves and others through theatre experiences.
TH.4.H.3.2	Compare a historical play with actual historical events.
TH.4.H.3.3	Create an original story after listening to music or viewing a work of art.

Full ID#	BENCHMARK TEXT
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.4.F.1.1	Create a character based on a historical figure and respond to questions, posed by the audience, about that character.
TH.4.F.1.2	Create sound and lighting effects to suggest the mood of a story.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.4.F.2.1	Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.4.F.3.1	Identify the leadership qualities of directors, actors, and/or technicians.

Grade 5

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.5.C.1.1	Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings.
TH.5.C.1.2	Create an original pantomime using instrumental music created or found to set the mood.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.5.C.2.1	Change and strengthen one's own performance based on coaching from a director.
TH.5.C.2.2	Write a self-critique of a performance.
TH.5.C.2.3	Defend an artistic choice for a theatrical work.
TH.5.C.2.4	Identify correct vocabulary used in a formal theatre critique.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.5.C.3.1	Discuss alternate performance possibilities of the same character in the same play.
TH.5.C.3.2	Use a photograph, sculpture, or two-dimensional work of art to inspire creation of an original scene or monologue.
TH.5.C.3.3	Define the visual elements that must be conveyed dramatically to make a scene effective.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.5.S.1.1	Describe the difference in responsibilities between being an audience member at live or recorded performances.
TH.5.S.1.2	Weigh the use of "fourth wall" and "willing suspension of disbelief" in effectively creating the illusion of real life in specified theatre performances.
TH.5.S.1.3	Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.5.S.2.1	Collaborate with others to create productions and solve challenges.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	

Full ID#	BENCHMARK TEXT
TH.5.S.3.1	Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.
TH.5.S.3.2	Use information gained from research to shape acting choices in the re-telling of a favorite scene from a well-known literary piece.
TH.5.S.3.3	Use elements of dramatic and technical performance designed to produce an emotional response in an audience.
TH.5.S.3.4	Manipulate, based on research, the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create an environment.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.5.O.1.1	Explain an actor's choices in the creation of a character for a scene or play.
TH.5.O.1.2	Make a list of the types of props that might be found in a play.
TH.5.O.1.3	Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.5.O.2.1	Create a story board of the major events in a play.
TH.5.O.2.2	Make a list of types of props that might be found in a play.
TH.5.O.2.3	Predict the ending of a play or performance.
TH.5.O.2.4	Collaborate with others to develop and refine original scripts, and justify writing choices.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.5.O.3.1	Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.
TH.5.O.3.2	Explore how theatre can communicate universal truths across the boundaries of culture and language.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.5.H.1.1	Research and describe the context in which a specified playwright wrote a particular dramatic work.
TH.5.H.1.2	Participate in a performance to explore and celebrate a variety of human experiences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.5.H.2.1	Recognize theatre works as a reflection of societal beliefs and values.
TH.5.H.2.2	Identify types of early American theatre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.5.H.3.1	Identify symbolism in a play that is found in other art forms.
TH.5.H.3.2	Compare theatre to other modes of communication.
TH.5.H.3.3	Demonstrate how the use of movement and sound enhance the telling of a story.
TH.5.H.3.4	Act out a character learned about in another content area.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.5.F.1.1	Create a character based on a literary figure and respond to questions, posed by the audience, using information inferred in the story.

Full ID#	BENCHMARK TEXT
TH.5.F.1.2	Create a new ending for a familiar story.
TH.5.F.1.3	Take creative risks through improvisation, using sensory skills to explore characters' feelings and environments.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.5.F.2.1	Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.5.F.3.1	Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom.

Grade 6-8

Full ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.68.C.1.1	Devise an original work based on a community issue that explores various solutions to a problem.
TH.68.C.1.2	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.4	Create and present a design, production concept, or performance and defend artistic choices.
TH.68.C.1.5	Describe how a theatrical activity can entertain or instruct an audience.
TH.68.C.1.6	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.68.C.2.1	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2	Keep a rehearsal journal to document individual performance progress.
TH.68.C.2.3	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4	Defend personal responses to a theatre production.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.68.C.3.1	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
TH.68.C.3.2	Compare a film version of a story to its original play form.
TH.68.C.3.3	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.68.S.1.1	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.2	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.1.3	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.1.4	Discuss the ways in which theatre experiences involve empathy and aesthetic distance.

Full ID#	BENCHMARK TEXT
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.68.S.2.1	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.2	Discuss and apply the theatrical production process to create a live performance.
TH.68.S.2.3	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.2.4	Memorize and present a character's lines from a monologue or scene.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.68.S.3.1	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
TH.68.S.3.2	Use the elements of dramatic form to stage a play.
TH.68.S.3.3	Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments.
TH.68.S.3.4	Lead small groups to safely select and create elements of technical theatre to signify a character or setting.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.68.O.1.1	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.2	Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.
TH.68.O.1.3	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.1.4	Discuss how the whole of a theatre performance is greater than the sum of its parts.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.68.O.2.1	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.2	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.3	Write alternate endings for a specified play.
TH.68.O.2.4	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
TH.68.O.2.5	Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.68.O.3.1	Compare theatre and its elements and vocabulary to other art forms.
TH.68.O.3.2	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.68.H.1.1	Explore potential differences when performing works set in a variety of historical and cultural contexts.
TH.68.H.1.2	Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.
TH.68.H.1.3	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5	Describe one's own personal responses to a theatrical work and show respect for the responses of others.

Full ID#	BENCHMARK TEXT
TH.68.H.1.6	Discuss how a performer responds to different audiences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.68.H.2.1	Compare western theatre traditions with those of other cultures.
TH.68.H.2.2	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture.
TH.68.H.2.3	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.2.4	Discuss the differences between presentational and representational theatre styles.
TH.68.H.2.5	Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.
TH.68.H.2.6	Describe historical and cultural influences leading to changes in theatre performance spaces and technology.
TH.68.H.2.7	Define theatre genres from different periods in history, giving examples of each.
TH.68.H.2.8	Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.68.H.3.1	Identify principles and techniques that are shared between the arts and other content areas.
TH.68.H.3.2	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.5	Describe how social skills learned through play participation are used in other classroom and extracurricular activities.
TH.68.H.3.6	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.68.F.1.1	Manipulate various design components to imagine the world of the character.
TH.68.F.1.2	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.1.4	Survey an aspect of theatre to understand the ways in which technology has affected it over time.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.68.F.2.1	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
TH.68.F.2.2	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
TH.68.F.2.3	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.68.F.3.1	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
TH.68.F.3.2	Develop a list of line items that would typically be found in a production budget for a performance.

Grade 9-12

Full ID# BENCHMARK TEXT	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.1	Devise an original work based on a global issue that explores various solutions to a problem.
TH.912.C.1.2	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical/geographical play.
TH.912.C.1.5	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7	Justify personal perceptions of a director’s vision and/or playwright’s intent.
TH.912.C.1.8	Apply the components of aesthetics and criticism to a theatrical performance or design.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.2	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.
TH.912.C.2.3	Analyze different types of stage configurations to determine the effects of each as potential production solutions.
TH.912.C.2.4	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
TH.912.C.3.2	Develop and apply criteria to select works for a portfolio and defend one’s artistic choices with a prepared analysis.
TH.912.C.3.3	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.1	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.2	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.4	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.5	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.

Full ID#	BENCHMARK TEXT
TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.7	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.
TH.912.S.1.8	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.1	Create one or more technical design documents for a theatrical production.
TH.912.S.2.2	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.3	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.4	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.7	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
TH.912.S.2.8	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.9	Research and defend one's own artistic choices as a designer.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.1	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.4	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.5	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
TH.912.S.3.6	Compare the Stanislavski Method with other acting methods to support development of a personal method.
TH.912.S.3.7	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.8	Direct a scene or one-act play.
TH.912.S.3.9	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.2	Compare the conventions of western theatre with eastern theatre practices.
TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.1.4	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.

Full ID# BENCHMARK TEXT	
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.912.O.2.1	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.3	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.
TH.912.O.2.4	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.5	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
TH.912.O.2.6	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.7	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
TH.912.O.2.8	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.1	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.2	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
TH.912.O.3.3	Analyze and demonstrate how to use various media to impact theatrical productions.
TH.912.O.3.4	Create a performance piece to document a significant issue or event.
TH.912.O.3.5	Design technical elements to document the progression of a character, plot, or theme.
TH.912.O.3.6	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.
TH.912.O.3.7	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.1	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.3	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.1	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.2	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.

Full ID#	BENCHMARK TEXT
TH.912.H.2.5	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.7	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
TH.912.H.2.8	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.9	Create scenes that satirize current political or social events.
TH.912.H.2.10	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
TH.912.H.2.11	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.2	Compare the applications of various art forms used in theatre production.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.4	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.H.3.5	Explain how the social interactions of daily life are manifested in theatre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.2	Solve short conflict-driven scenarios through improvisation.
TH.912.F.1.3	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.1.4	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.1	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
TH.912.F.2.2	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.2.4	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.2.5	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.1	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system.
TH.912.F.3.2	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

Full ID#	BENCHMARK TEXT
TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.5	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.
TH.912.F.3.6	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
TH.912.F.3.7	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.F.3.8	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.

NGSSS-VISUAL ART



GRADE K

ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.K.C.1.1	Create and share personal works of art with others.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.K.C.2.1	Describe personal choices made in the creation of artwork.
VA.K.C.2.2	Identify media used by self or peers.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.K.S.1.1	Explore art processes and media to produce artworks.
VA.K.S.1.2	Produce artwork influenced by personal decisions and ideas.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.K.S.3.1	Develop artistic skills through the repeated use of tools, processes, and media.
VA.K.S.3.2	Practice skills to develop craftsmanship.
VA.K.S.3.3	Handle art tools and media safely in the art room.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.K.O.1.1	Explore the placement of the structural elements of art in personal works of art.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.K.O.2.1	Generate ideas and images for artworks based on memory, imagination, and experiences.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.K.O.3.1	Create works of art to document experiences of self and community.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.K.H.1.1	Describe art from selected cultures and places.
VA.K.H.1.2	Follow directions for suitable behavior in an art audience.
VA.K.H.1.3	Explain how art-making can help people express ideas and feelings.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.K.H.2.1	Compare selected artworks from various cultures to find differences and similarities.
VA.K.H.2.2	Explore everyday objects that have been designed and created by artists.
VA.K.H.2.3	Describe where artwork is displayed in school or other places.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	

ID#	BENCHMARK TEXT
VA.K.H.3.1	Express ideas related to non-art content areas through personal artworks.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.K.F.1.1	Experiment with art media for personal satisfaction and perceptual awareness.
VA.K.F.1.2	Identify real and imaginary subject matter in works of art.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.K.F.2.1	Describe where art ideas or products can be found in stores.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.K.F.3.1	Create artwork that communicates an awareness of self as part of the community.

GRADE 1

ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.1.C.1.1	Create and discuss works of art that convey personal interests.
VA.1.C.1.2	Gather clues to help interpret and reflect on works of art.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.1.C.2.1	Describe visual imagery used to complete artwork.
VA.1.C.2.2	Use various media or techniques to learn how changes affect the completed artwork.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.1.C.3.1	Identify vocabulary that is used in both visual art and other contexts.
VA.1.C.3.2	Distinguish between artwork, utilitarian objects, and objects from nature.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.1.S.1.1	Experiment with art processes and media to express ideas.
VA.1.S.1.2	Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.
VA.1.S.1.3	Create works of art to tell a personal story.
VA.1.S.1.4	Use accurate art vocabulary to communicate ideas about art.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.1.S.2.1	Practice correct use of tools with various art media, techniques, and processes.
VA.1.S.2.2	Describe the steps used in art production.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.1.S.3.1	Practice skills and techniques to create with two- and/or three-dimensional media.
VA.1.S.3.2	Discuss the qualities of good craftsmanship.

ID#	BENCHMARK TEXT
VA.1.S.3.3	Demonstrate safety procedures for using art tools and materials.
VA.1.S.3.4	Identify and be respectful of artwork that belongs to others and represents their ideas.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.1.O.1.1	Identify and use the structural elements of art and organizational principles of design to support artistic development.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.1.O.2.1	Generate ideas and images for artworks based on memory, imagination, and experiences.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.1.O.3.1	Create works of art to document experiences of self and community.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.1.H.1.1	Explain how art-making can help people express ideas and feelings.
VA.1.H.1.2	Discuss how different works of art communicate information about a particular culture.
VA.1.H.1.3	Discuss suitable behavior expected of audience members.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.1.H.2.1	Describe where artwork is displayed in school or other places.
VA.1.H.2.2	Compare artworks from different cultures, created over time, to identify differences in style and media.
VA.1.H.2.3	Identify objects of art that are used every day for utilitarian purposes.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.1.H.3.1	Express ideas related to non-art content areas through personal artworks.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.1.F.1.1	Identify real and imaginary subject matter in works of art.
VA.1.F.1.2	Use various art media and real or imaginary choices to create artwork.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.1.F.2.1	Describe where art ideas or products can be found in stores.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.1.F.3.1	Create artwork that communicates an awareness of self as part of the community.
VA.1.F.3.2	Describe the use of art to share community information.

GRADE 2

ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.2.C.1.1	Use the art-making process to communicate personal interests and self-expression.
VA.2.C.1.2	Reflect on and discuss various possible meanings in works of art.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.2.C.2.1	Use appropriate decision-making skills to meet intended artistic objectives.
VA.2.C.2.2	Identify skillful techniques used in works by peers and others.
VA.2.C.2.3	Use suggestions from others to modify the structural elements of art.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.2.C.3.1	Use accurate art vocabulary to identify connections among visual art and other contexts.
VA.2.C.3.2	Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.2.S.1.1	Experiment with tools and techniques as part of art-making processes.
VA.2.S.1.2	Use diverse resources to inspire expression of personal ideas and experiences in works of art.
VA.2.S.1.3	Explore art from different time periods and cultures as sources for inspiration.
VA.2.S.1.4	Use accurate art vocabulary to discuss art.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.2.S.2.1	Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.
VA.2.S.2.2	Follow sequential procedures focused on art production.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.2.S.3.1	Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.
VA.2.S.3.2	Demonstrate growth in craftsmanship through purposeful practice.
VA.2.S.3.3	Follow directions for safety procedures and explain their importance in the art room.
VA.2.S.3.4	Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.2.O.1.1	Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.2.O.2.1	Use personal experience to convey meaning or purpose in creating artworks.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	

ID#	BENCHMARK TEXT
VA.2.O.3.1	Create personally meaningful works of art to document and explain ideas about local and global communities.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.2.H.1.1	Identify examples in which artists have created works based on cultural and life experiences.
VA.2.H.1.2	Distinguish between appropriate and inappropriate audience behavior.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.2.H.2.1	Identify differences or similarities in artworks across time and culture.
VA.2.H.2.2	Identify objects from everyday life that have been designed and created using artistic skills.
VA.2.H.2.3	Identify the physical features or characteristics of artworks displayed in the community.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.2.H.3.1	Describe connections made between creating with art ideas and creating with information from other content areas.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.2.F.1.1	Use imagination to create unique artwork incorporating personal ideas and selected media.
VA.2.F.1.2	Explore the advantages of having multiple solutions to solve an artistic problem.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.2.F.2.1	Identify the work created by artists and designers.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.2.F.3.1	Describe the use of art to promote events within the school or community.
VA.2.F.3.2	Work with peers to complete a task in art.
VA.2.F.3.3	Use time effectively while focused on art production to show early development of 21st-century skills.

GRADE 3

ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.3.C.1.1	Use the art-making process to develop ideas for self-expression.
VA.3.C.1.2	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.3.C.2.1	Assess personal artworks for completeness and success in meeting intended objectives.
VA.3.C.2.2	Compare techniques used by peers and established artists as a basis for improving one's own work.
VA.3.C.2.3	Use constructive criticism to improve artwork.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.3.C.3.1	Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.

ID#	BENCHMARK TEXT
VA.3.C.3.2	Describe the connections between visual art and other contexts through observation and art criticism.
VA.3.C.3.3	Explain the similarities and differences between artworks and utilitarian objects.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.3.S.1.1	Manipulate tools and media to enhance communication in personal artworks.
VA.3.S.1.2	Use diverse resources to inspire artistic expression and achieve varied results.
VA.3.S.1.3	Incorporate ideas from art exemplars for specified time periods and cultures.
VA.3.S.1.4	Choose accurate art vocabulary to describe works of art and art processes.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.3.S.2.1	Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
VA.3.S.2.2	Follow procedures, focusing on the art-making process.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.3.S.3.1	Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.
VA.3.S.3.2	Develop craftsmanship skills through repeated practice.
VA.3.S.3.3	Work within safety guidelines while using tools, media, techniques, and processes.
VA.3.S.3.4	Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.3.O.1.1	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.3.O.2.1	Use creative and innovative ideas to complete personal artworks.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.3.O.3.1	Use symbols, visual language, and/or written language to document self or others.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.3.H.1.1	Describe cultural similarities and differences in works of art.
VA.3.H.1.2	Describe the importance of displaying suitable behavior as part of an art audience.
VA.3.H.1.3	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.3.H.2.1	Compare differences or similarities in artworks across time and culture.
VA.3.H.2.2	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.
VA.3.H.2.3	Describe various venues in which artwork is on display for public viewing.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	

ID#	BENCHMARK TEXT
VA.3.H.3.1	Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.3.F.1.1	Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
VA.3.F.1.2	Explore the effects and merits of different solutions to solve an artistic problem.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.3.F.2.1	Identify places where artists or designers have made an impact on the community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.3.F.3.1	Create artwork that communicates an awareness of events within the community.
VA.3.F.3.2	Collaborate to complete a task in art.
VA.3.F.3.3	Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.

GRADE 4

ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.4.C.1.1	Integrate ideas during the art-making process to convey meaning in personal works of art.
VA.4.C.1.2	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.4.C.2.1	Revise artworks to meet established criteria.
VA.4.C.2.2	Use various resources to generate ideas for growth in personal works.
VA.4.C.2.3	Develop and support ideas from various resources to create unique artworks.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.4.C.3.1	Use accurate art vocabulary when analyzing works of art.
VA.4.C.3.2	Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.
VA.4.C.3.3	Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.4.S.1.1	Manipulate tools and materials to achieve diverse effects in personal works of art.
VA.4.S.1.2	Explore and use media, technology, and other art resources to express ideas visually.
VA.4.S.1.3	Create artworks that integrate ideas from culture or history.
VA.4.S.1.4	Use accurate art vocabulary to discuss works of art and the creative process.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	

ID#	BENCHMARK TEXT
VA.4.S.2.1	Organize the structural elements of art to achieve an artistic objective.
VA.4.S.2.2	Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.4.S.3.1	Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.
VA.4.S.3.2	Plan and produce art through ongoing practice of skills and techniques.
VA.4.S.3.3	Follow procedures for using tools, media, techniques, and processes safely and responsibly.
VA.4.S.3.4	Discuss the importance of copyright law in regard to the creation and production of art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.4.O.1.1	Use the structural elements of art and organizational principles of design to understand the art-making process.
VA.4.O.1.2	Identify the structural elements of art used to unite an artistic composition.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.4.O.2.1	Use a variety of resources and art skills to overcome visual challenges in personal artworks.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.4.O.3.1	Apply meaning and relevance to document self or others visually in artwork.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.4.H.1.1	Identify historical and cultural influences that have inspired artists to produce works of art.
VA.4.H.1.2	Identify suitable behavior for various art venues and events.
VA.4.H.1.3	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
VA.4.H.1.4	Identify and practice ways of showing respect for one's own and others' personal works of art.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.4.H.2.1	Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.
VA.4.H.2.2	Identify differences between artworks and utilitarian objects.
VA.4.H.2.3	Identify reasons to display artwork in public places.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.4.H.3.1	Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.4.F.1.1	Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.
VA.4.F.1.2	Examine and apply creative solutions to solve an artistic problem.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.4.F.2.1	Discuss how artists and designers have made an impact on the community.

ID#	BENCHMARK TEXT
VA.4.F.2.2	Identify the work of local artists to become familiar with art-making careers.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.4.F.3.1	Create art to promote awareness of school and/or community concerns.
VA.4.F.3.2	Collaborate with peers in the art room to achieve a common art goal.
VA.4.F.3.3	Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.

GRADE 5

ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.5.C.1.1	Develop a range of interests in the art-making process to influence personal decision-making.
VA.5.C.1.2	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.
VA.5.C.1.3	Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.5.C.2.1	Revise artwork as a necessary part of the creative process to achieve an artistic goal.
VA.5.C.2.2	Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.
VA.5.C.2.3	Apply established criteria to the art-making process to measure artistic growth.
VA.5.C.2.4	Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.5.C.3.1	Use the structural elements of art and organizational principles of design when engaged in art criticism.
VA.5.C.3.2	Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.
VA.5.C.3.3	Critique works of art to understand the content and make connections with other content areas.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.5.S.1.1	Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.
VA.5.S.1.2	Use media, technology, and other resources to inspire personal art-making decisions.
VA.5.S.1.3	Create artworks to depict personal, cultural, and/or historical themes.
VA.5.S.1.4	Use accurate art vocabulary to communicate about works of art and artistic and creative processes.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.5.S.2.1	Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.
VA.5.S.2.2	Identify sequential procedures to engage in art production.
VA.5.S.2.3	Visualize the end product to justify artistic choices of tools, techniques, and processes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.5.S.3.1	Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.

ID#	BENCHMARK TEXT
VA.5.S.3.2	Use craftsmanship and technical ability in personal works to show refinement of skills over time.
VA.5.S.3.3	Use tools, media, techniques, and processes in a safe and responsible manner.
VA.5.S.3.4	Use ethical standards, including copyright laws, when producing works of art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.5.O.1.1	Use structural elements of art and organizational principles of design to develop content in artwork.
VA.5.O.1.2	Organize the structural elements of art to achieve visual unity.
VA.5.O.1.3	Explain how creative and technical ability is used to produce a work of art.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.5.O.2.1	Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.
VA.5.O.2.2	Use a variety of sources for ideas to resolve challenges in creating original works.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.5.O.3.1	Create meaningful and unique works of art to effectively communicate and document a personal voice.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.5.H.1.1	Examine historical and cultural influences that inspire artists and their work.
VA.5.H.1.2	Use suitable behavior as a member of an art audience.
VA.5.H.1.3	Identify and describe the importance a selected group or culture places on specific works of art.
VA.5.H.1.4	Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.5.H.2.1	Compare works of art on the basis of style, culture, or artist across time to identify visual differences.
VA.5.H.2.2	Describe the ways in which artworks and utilitarian objects impact everyday life.
VA.5.H.2.3	Discuss artworks found in public venues to identify the significance of the work within the community.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.5.H.3.1	Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.5.F.1.1	Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.
VA.5.F.1.2	Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.5.F.2.1	Describe the knowledge and skills necessary for art-making and art-related careers.
VA.5.F.2.2	Explore careers in which artworks and utilitarian designs are created.
VA.5.F.2.3	Discuss contributions that artists make to society.

ID# BENCHMARK TEXT	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.5.F.3.1	Create artwork to promote public awareness of community and/or global concerns.
VA.5.F.3.2	Create artwork that shows procedural and analytical thinking to communicate ideas.
VA.5.F.3.3	Work collaboratively with others to complete a task in art and show leadership skills.
VA.5.F.3.4	Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.

GRADES 6-8

ID# BENCHMARK TEXT	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.1	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.1.2	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.1.3	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.68.C.2.1	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.2.2	Evaluate artwork objectively during group assessment to determine areas for refinement.
VA.68.C.2.3	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.2.4	Use constructive criticism as a purposeful tool for artistic growth.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.1	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
VA.68.C.3.2	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
VA.68.C.3.3	Use analytical skills to understand meaning and explain connections with other contexts.
VA.68.C.3.4	Compare the uses for artwork and utilitarian objects to determine their significance in society.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.1	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
VA.68.S.1.2	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.1.3	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.
VA.68.S.1.4	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.1.5	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.68.S.2.1	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.2.2	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.

ID#	BENCHMARK TEXT
VA.68.S.2.3	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.1	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.2	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.5	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.1	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.1.2	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.O.1.3	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.1.4	Create artworks that demonstrate skilled use of media to convey personal vision.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.68.O.2.1	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.O.2.2	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.O.2.3	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.O.2.4	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
VA.68.O.3.1	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
VA.68.O.3.2	Discuss the communicative differences between specific two- and three-dimensional works of art.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.1	Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.
VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.1.3	Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.
VA.68.H.1.4	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.1	Describe how previous cultural trends have led to the development of new art styles.
VA.68.H.2.2	Explain the impact artwork and utilitarian objects have on the human experience.
VA.68.H.2.3	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
VA.68.H.2.4	Explain the purpose of public art in the community.

ID#	BENCHMARK TEXT
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.1	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
VA.68.H.3.2	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
VA.68.H.3.3	Create imaginative works to include background knowledge or information from other subjects.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.1	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.2	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.1.3	Investigate and describe how technology inspires and affects new applications and adaptations in art.
VA.68.F.1.4	Use technology skills to create an imaginative and unique work of art.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.1	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.2.2	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
VA.68.F.2.3	Identify art careers that have a financial impact on local communities.
VA.68.F.2.4	Present research on the works of local artists and designers to understand the significance of art in the community.
VA.68.F.2.5	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.1	Use technology applications through the art-making process to express community or global concerns.
VA.68.F.3.2	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
VA.68.F.3.3	Collaborate with peers to complete an art task and develop leadership skills.
VA.68.F.3.4	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.

GRADES 9-12

ID#	BENCHMARK TEXT
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.1.4	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.5	Analyze how visual information is developed in specific media to create a recorded visual image.
VA.912.C.1.6	Identify rationale for aesthetic choices in recording visual media.

ID#	BENCHMARK TEXT
VA.912.C.1.7	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.1.8	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.912.C.2.1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.2	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.5	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
VA.912.C.2.6	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.2.7	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.2.8	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.912.C.3.1	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.2	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.C.3.4	Use analytical skills to examine issues in non-visual arts contexts.
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.2	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.1.3	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.4	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.5	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
VA.912.S.1.6	Describe processes and techniques used to record visual imagery.
VA.912.S.1.7	Manipulate lighting effects, using various media to create desired results.
VA.912.S.1.8	Use technology to simulate art-making processes and techniques.
VA.912.S.1.9	Use diverse media and techniques to create paintings that represent various genres and schools of painting.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.912.S.2.1	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.2	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.3	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.

ID#	BENCHMARK TEXT
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.2.6	Incorporate skills, concepts, and media to create images from ideation to resolution.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.2	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.5	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.9	Manipulate and embellish malleable or rigid materials to construct representational or abstract forms.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912S.3.13	Create three-dimensional modeled and rendered objects in figurative and nonfigurative digital applications.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.1.2	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.3	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.912.O.2.1	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.2.3	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	

ID#	BENCHMARK TEXT
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.O.3.2	Create a series of artworks to inform viewers about personal opinions and/or current issues.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.912.H.1.1	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.3	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.4	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.6	Create a timeline for the development of artists' materials to show multiple influences on the use of art media.
VA.912.H.1.7	Research and report technological developments to identify influences on society.
VA.912.H.1.8	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.1.10	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.912.H.2.1	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.2.2	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.2.3	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.4	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
VA.912.H.2.5	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
VA.912.H.2.6	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.912.H.3.1	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.912.F.1.1	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.

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VA.912.F.1.4	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.2.2	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.
VA.912.F.2.3	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.4	Research ideas to plan, develop, and market art-related goods, artworks, or services that influence consumer beliefs and behaviors.
VA.912.F.2.5	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.2.6	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.912.F.3.1	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.2	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
VA.912.F.3.3	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.7	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.8	Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.
VA.912.F.3.9	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.10	Apply rules of convention to create purposeful design.
VA.912.F.3.11	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.