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**HIGH SCHOOL  
FINE ARTS**

# Illinois Learning Standards

CONDENSED LIST OF STANDARDS

**FINE ARTS**

INTRODUCTORY

INTERMEDIATE

ADVANCED

**LITERACY STANDARDS**

**SOCIAL/EMOTIONAL LEARNING**

Compiled by ISBE Content Specialists

## FINE ARTS – Introductory / Intermediate / Advance HS Levels

## DANCE

## CREATING

*Explore – Anchor Standard 1: Generate and conceptualize artistic ideas and work.*

DA:Cr1.1.I  
Introductory a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.  
b. Experiment with the elements of dance to explore personal movement preferences and strengths. Select movements that challenge skills and build on strengths in an original dance study or dance.

DA:Cr1.1.II  
Intermediate a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.  
b. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.

DA:Cr1.1.III  
Advanced a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.  
b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.

*Plan – Anchor Standard 2: Organize and develop artistic ideas and work.*

DA:Cr2.1.I  
Introductory a. Collaborate to design a dance using choreographic devices and dance structures to support a clear artistic intent. Explain how the dance structures clarify the artistic intent.  
b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices, and dance structures serve to communicate the artistic statement.

DA:Cr2.1.II  
Intermediate a. Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition inform the artistic intent.  
b. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.

DA:Cr2.1.III  
Advanced a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify the artistic intent.  
b. Construct an artistic statement that communicates a personal, cultural, and artistic perspective.

*Revise- Anchor Standard 3: Revise, refine, and complete artistic work.*

DA:Cr3.1.I  
Introductory a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and the feedback from others. Analyze and evaluate the impact of choices made in the revision process.  
b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.

DA:Cr3.1.II  
Intermediate a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively or independently, using established artistic criteria, self-reflection, and the feedback from others. Analyze and evaluate the impact of choices made in the revision process.  
b. Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, using media technologies).

DA:Cr3.1.III  
Advanced a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and the feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.  
b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, using media technologies).

## PERFORMING

*Express- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.*

DA:Pr4.1.I  
Introductory a. Develop partner and ensemble skills that enable contrasting level changes through safe lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.  
b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.  
c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness and control so that movement phrases demonstrate variances of energy and dynamics.

DA:Pr4.1.II  
Intermediate a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill levels. Execute complex movement sequences with others while maintaining relationships through focus and intentionality.  
b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools.  
c. Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase.

- DA:Pr4.1.III  
Advanced
- Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use varied focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.
  - Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms at the same time. Work with and against rhythm of accompaniment or sound environments.
  - Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.

*Embody- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.*

- DA:Pr5.1.I  
Introductory
- Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/ range of motion) to retain and execute dance choreography.
  - Develop a plan for healthy practices in dance activities and everyday life, including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.
  - Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.

- DA:Pr5.1.II  
Intermediate
- Dance with sensibility toward other dancers while executing complex spatial, rhythmic, and dynamic sequences to meet performance goals.
  - Apply anatomical principles and healthy practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.
  - Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.

- DA:Pr5.1.III  
Advanced
- Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.
  - Research healthy and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.
  - Initiate, plan, and direct rehearsals with attention to technical details. Use a range of rehearsal strategies to achieve performance excellence.

*Present-Anchor Standard 6: Convey meaning through the presentation of artistic work.*

- DA:Pr6.1.I  
Introductory
- Demonstrate leadership qualities (for example commitment, dependability, responsibility, cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal, and performance. Post-performance: accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies, using dance terminology and production terminology.
  - Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.

- DA:Pr6.1.II  
Intermediate
- Demonstrate leadership qualities (for example commitment, dependability, responsibility, cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal, and performance. Implement performance strategies to reach choreographic intent. Post-performance: accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies, using dance terminology and production terminology.
  - Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.

- DA:Pr6.1.III  
Advanced
- Demonstrate leadership qualities (for example commitment, dependability, responsibility, cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal, and performance. Enhance performance using a broad repertoire of strategies to achieve choreographic intent. Develop a professional portfolio (for example, resume, head shot) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.
  - Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.

**RESPONDING**

*Analyze--Anchor Standard 7: Perceive and analyze artistic work.*

- DA:Re7.1.I  
Introductory
- Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
  - Analyze the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and demonstrate how their differences impact the meaning of the dance. Use genre-specific dance terminology.

- DA:Re7.1.II  
Intermediate
- Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.

b. Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.

- DA:Re7.1.III  
Introductory
- a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.  
b. Explain and demonstrate how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

*Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.*

DA:Re8.1.I  
Introductory

a. Select and compare different dances and discuss their intent and artistic expression. Use genre-specific dance terminology to explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent.

DA:Re8.1.II  
Intermediate

a. Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use genre-specific dance terminology.

DA:Re8.1.III  
Advanced

a. Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre-specific dance terminology.

*Critique – Anchor Standard 9: Apply criteria to evaluate artistic work.*

DA:Re9.1.I  
Introductory

a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.

DA:Re9.1.II  
Intermediate

a. Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.

DA:Re9.1.III  
Advanced

a. Define personal artistic preferences to critique dance. Consider societal and personal values and a range of artistic expression. Discuss perspectives with peers and justify views.

**CONNECTING**

*Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.*

DA:Cn10.1.I  
Introductory

a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.  
b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.

DA:Cn10.1.II  
Intermediate

a. Analyze a dance and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.

b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve movement problems that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other situations.

DA:Cn10.1.III  
Advanced

a. Review original choreography with respect to its content and context. Reflect on and analyze its relationship to personal perspectives and one's own personal growth.  
b. Investigate various dance-related careers and college readiness through a variety of research methods and techniques. Select options of most interest. Develop and implement a capstone project that reflects opportunities in dance.

*Relate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.*

DA:Cn11.1.I  
Introductory

a. Analyze and discuss dances from selected genres or styles and/ or historical periods. Formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

DA:Cn11.1.II  
Intermediate

a. Analyze dances from several genres or styles, historical periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.

DA:Cn11.1.III  
Advanced

a. Analyze dances from several genres or styles, historical periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate. Discuss the impact on one's dance literacy.

**MEDIA ARTS**

**CREATING**

*Conceive – Anchor Standard 1: Generate and conceptualize artistic ideas and work.*

MA:Cr1.1.I  
Introductory

a. Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

MA:Cr1.1.II  
Intermediate

a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.

MA:Cr1.1.III  
Advanced

a. Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.

*Develop – Anchor Standard 2: Organize and develop artistic ideas and work.*

MA:Cr2.1.I  
Introductory

a. Research and apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

MA:Cr2.1.II Intermediate	a. Apply a personal aesthetic in designing, experimenting, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.
MA:Cr2.1.III Advanced	a. Integrate a complex personal aesthetic and knowledge of systems processes in forming, experimenting, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.

*Construct – Anchor Standard 3: Revise, refine, and complete artistic work.*

MA:Cr3.1.I Introductory	a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles (for example, emphasis, tone). b. Analyze, refine, and modify media artworks, honing aesthetic quality and accentuating stylistic elements, to reflect an understanding of personal goals and preferences.
MA:Cr3.1.II Intermediate	a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles (for example, continuity, juxtaposition). b. Analyze, refine, and elaborate aesthetic elements and technical components to form impactful expressions in media artworks for specific purposes, intentions, audiences, and contexts.
MA:Cr3.1.III Advanced	a. Analyze, refine, and elaborate elements and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles (for example, hybridization). b. Analyze, refine, and elaborate elements and components to create media artworks that have an impact on specific purposes, audiences, and contexts.

**PRODUCING**

*Integrate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.*

MA:Pr4.1.I Introductory	a. Integrate ideas from various media arts and other sources into unified productions, considering the reactions and interactions of a given or intended audience.
MA:Pr4.1.II Intermediate	a. Integrate ideas from various arts, media arts forms, and other sources into unified media arts productions, considering the reactions and interactions of various audiences.
MA:Pr4.1.III Advanced	a. Synthesize ideas from various arts, media arts forms, academic curriculum, and other sources into unified media arts productions that retain artistic fidelity across platforms and audiences.

*Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.*

MA:Pr5.1.I Introductory	a. Demonstrate progression in artistic, design, technical, and soft skills as a result of selecting and fulfilling specified roles in the production and presentation of a variety of media artworks. b. Develop and refine a determined range of creative and adaptive innovation abilities (for example, design thinking, risk taking) in addressing identified challenges and constraints within and through media arts productions. c. Demonstrate adaptation and innovation through the combination of tools, techniques, and content, in standard and innovative ways, to communicate intent in the production of media artworks.
MA:Pr5.1.II Intermediate	a. Demonstrate effective command of artistic, design, technical, and soft skills in managing, producing, and presenting media artworks. b. Demonstrate effective ability in creative and adaptive innovation abilities (for example, resisting closure, responsive use of failure) to address sophisticated challenges within and through media arts productions. c. Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media artworks.
MA:Pr5.1.III Advanced	a. Employ mastered artistic, design, technical, and soft skills in managing, producing and presenting media artwork. b. Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions to address complex challenges within and through media arts productions. c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.

*Present – Anchor Standard 6: Convey meaning through the presentation of artistic work.*

MA:Pr6.1.I Introductory	a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences. b. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts (for example, the benefits for self and others).
MA:Pr6.1.II Intermediate	a. Curate and design the presentation and distribution of collections of media artworks through a variety of contexts (for example, mass audiences, physical and virtual channels). b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts (for example, changes that occurred for people or to a situation).
MA:Pr6.1.III Advanced	a. Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts (for example, markets, venues). b. Independently evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts (for example, new understandings that were gained by artist and audience).

**RESPONDING**

*Perceive – Anchor Standard 7: Perceive and analyze artistic work.*

MA:Re7.1.I Introductory	a. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.
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	b. Analyze how a variety of media artworks shape audience experience and create meaning through multimodal presentations.
MA:Re7.1.II Intermediate	a. Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and provide feedback on how they impact audience. b. Analyze how a wide variety of media artworks shape audience experience, create meaning, and persuade through multimodal presentations.
MA:Re7.1.III Advanced	a. Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks. b. Survey a wide variety of traditional and experimental media artworks, analyzing methods for shaping audience experience, creating meaning, and persuading through multimodal presentations and systemic communications.
<i>Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.</i>	
MA:Re8.1.I Introductory	a. Interpret meanings and reaction to a variety of media artworks, focusing on personal and cultural contexts.
MA:Re8.1.II Intermediate	a. Interpret meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
MA:Re8.1.III Advanced	a. Interpret meanings and impacts of diverse media artworks, considering complex factors of context and bias.
<i>Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.</i>	
MA:Re9.1.I Introductory	a. Evaluate media artworks and production processes with developed criteria, considering context and artistic goals.
MA:Re9.1.II Intermediate	a. Evaluate media artworks and production processes at decisive stages, using identified criteria and considering context and artistic goals.
MA:Re9.1.III Advanced	a. Independently form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.
<b>CONNECTING</b>	
<i>Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i>	
MA:Cn10.1.I Introductory	a. Access, evaluate, and integrate personal and external resources (for example, experiences, interests, cultural experiences) to inform the creation of original media artworks. b. Explain and demonstrate the use of media artworks to expand meaning and knowledge and to create cultural experiences (for example, learning and sharing through online environments).
MA:Cn10.1.II Intermediate	a. Synthesize internal and external resources (for example, cultural connections, introspection, research, exemplary works) to enhance the creation of persuasive media artwork. b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge and reflect and form cultural experiences (for example, new connections between themes and ideas, local and global networks, personal influence).
MA:Cn10.1.III Advanced	a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks. b. Demonstrate and expound on the use of media artworks to perfect new meaning, knowledge, and cultural experiences that have an impact.
<i>Relate- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i>	
MA:Cn11.1.I Introductory	a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (for example, social trends, power, equality, cultural identity). b. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.
MA:Cn11.1.II Intermediate	a. Demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values (for example, markets, systems, propaganda, truth). b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist audience interactivity.
MA:Cn11.1.III Advanced	a. Examine in depth and demonstrate the relationships of media arts ideas and works to local and global contexts, purposes, and values through relevant media artworks that have an impact. b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.
<b>MUSIC</b>	
<b>CREATING</b>	
<i>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	
MU:Cr1.1.I Introductory	a. Compose and/or improvise melodic, rhythmic, and harmonic ideas for simple melodies and accompaniments for given melodies.
MU:Cr1.1.II Intermediate	a. Compose and/or improvise melodic, rhythmic, and harmonic ideas and chordal accompaniments in a variety of patterns and styles.
MU:Cr1.1.III Advanced	a. Compose and/or improvise melodic, rhythmic, and harmonic ideas for compositions of increasing complexity and accompaniment patterns in a variety of styles.

*Anchor Standard 2: Organize and develop artistic ideas and work.*

- MU:Cr2.1.I  
Introductory
- Select, develop, and use notation and/or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies.
  - Use standard and/ or iconic notation and/ or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- MU:Cr2.1.II  
Intermediate
- Select, develop, and use notation and/or audio/video recording to document draft melodies, harmonies, and rhythmic passages and accompaniments for given melodies.
  - Use standard and/ or iconic notation and/ or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- MU:Cr2.1.III  
Advanced
- Select, develop, and use notation and/or audio/video recording to document arrangements, sections, and short compositions, improvisations, and accompaniment patterns in a variety of styles and harmonization for given melodies.
  - Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

*Anchor Standard 3: Revise, refine, and complete artistic work.*

- MU:Cr3.1.I  
Introductory
- Evaluate, critique, and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
  - Present the final version of a personal composition or arrangement, using musicianship and originality to utilize various compositional techniques and convey expressive intent.
  - Share personally developed and refined melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in class.
- MU:Cr3.1.II  
Intermediate
- Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
  - Present the final version of a personal composition or arrangement, using musicianship and originality to utilize various compositional techniques and convey expressive intent.
  - Share personally developed and refined arrangements, sections, and short compositions of increasing complexity – individually or as an ensemble – that address identified purposes.
- MU:Cr3.1.III  
Advanced
- Evaluate and refine varied musical works of increasing complexity based on appropriate criteria, including the extent to which they address identified purposes and contexts.
  - Present the final version of a personal composition or arrangement, using musicianship and originality to utilize various compositional techniques and convey expressive intent.
  - Share and explain varied, personally developed and refined musical works of increasing complexity – individually or as an ensemble – that address identified purposes and contexts.

**PERFORMING***Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.*

- MU:Pr4.1.I  
Introductory
- Explain the teacher selected criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
  - Demonstrate or analyze, using music reading skills, how compositional devices of musical works impact and inform prepared or improvised performances.
  - Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
  - Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (for example, dynamics, tempo, timbre, articulation/ style, phrasing) as developmentally appropriate.
- MU:Pr4.1.II  
Intermediate
- Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
  - Document, demonstrate, and analyze, using music reading skills, how compositional devices of musical works may impact and inform prepared and improvised performances.
  - Demonstrate how understanding the notated style, genre, and context of a varied repertoire of music influences prepared and improvised performances.
  - Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (for example, dynamics, tempo, timbre, articulation/ style, phrasing) as developmentally appropriate.
- MU:Pr4.1.III  
Advanced
- Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
  - Demonstrate how understanding the notated and implied style, genre, and context of a varied repertoire of music inform prepared and improvised performances.
  - Demonstrate how understanding the notated and implied style, genre, and context of a varied repertoire of music inform prepared and improvised performances.

d. Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (for example, dynamics, tempo, timbre, articulation/style, phrasing) as developmentally appropriate.

*Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.*

MU:Pr5.1.I  
Introductory a. Develop criteria to critique individual and small-group performances of a varied repertoire of music, create rehearsal strategies to address performance challenges, and refine the performances.

MU:Pr5.1.II  
Intermediate a. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music, create rehearsal strategies to address performance challenges, and refine the performances.

MU:Pr5.1.III  
Advanced a. Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire selected for individual and small-group performances, create rehearsal strategies to address performance challenges, and refine the performances.

*Anchor Standard 6: Convey meaning through the presentation of artistic work.*

MU:Pr6.1.I  
Introductory a. Demonstrate technical accuracy and expressive qualities, as well as an understanding of expressive intent, in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

b. Demonstrate technical accuracy and expressive qualities, as well as an understanding of expressive intent, in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

MU:Pr6.1.II  
Intermediate a. Demonstrate understanding of the technical demands and an understanding of expressive qualities and intent of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

b. Demonstrate understanding of the technical demands and an understanding of expressive qualities and intent of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

MU:Pr6.1.III  
Advanced a. Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

b. Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

**RESPONDING**

*Anchor Standard 7: Perceive and analyze artistic work.*

MU:Re7.1.I  
Introductory a. Apply teacher provided criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.  
b. Compare passages in musical selections and explain how the elements of music and context inform the response.  
c. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods as developmentally appropriate.

MU:Re7.1.II  
Intermediate a. Apply teacher provided and/or personally developed criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.  
b. Explain how the analysis of the musical works and context of contrasting selections inform the response.  
c. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods as developmentally appropriate.

MU:Re7.1.III  
Advanced a. Apply researched or personally developed criteria to select, describe, and compare a variety of musical selections based on characteristics and knowledge of the music and the purpose and context of the works.  
b. Demonstrate and justify how a variety of musical works function, and distinguish how context and creative decisions inform the response.  
c. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods as developmentally appropriate.

*Anchor Standard 8: Construct meaningful interpretations of artistic work.*

MU:Re8.1.I  
Introductory a. Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research.

MU:Re8.1.II  
Intermediate a. Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the elements of music, context, and varied researched sources.

MU:Re8.1.III  
Advanced a. Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.

*Anchor Standard 9: Apply criteria to evaluate artistic work.*

MU:Re9.1.I  
Introductory Evaluate works and performances based on collaboratively developed criteria, including analysis of the structure and context.

MU:Re9.1.II  
Intermediate Evaluate works and performances based on research, as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.

MU:Re9.1.III  
Advanced Develop and justify evaluations of music, programs of music, and performances based on criteria, research, and understanding of contexts.

## CONNECTING

*Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.*

MU:Cn10.1.I Introductory a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

MU:Cn10.1.II Intermediate a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

MU:Cn10.1.III Advanced a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

*Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.*

MU:Cn11.1.I Introductory a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

MU:Cn11.1.II Intermediate a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

MU:Cn11.1.III Advanced a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

## THEATRE

## CREATING

*Envision/Conceptualize – Anchor Standard 1: Generate and conceptualize artistic ideas and work.*

TH:Cr1.1.I Introductory a. Create a symbol or metaphor to unify the concept of a drama/ theatre work.  
b. Explore the impact of technology on design choices in a drama/ theatre work.  
c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

TH:Cr1.1.II Intermediate a. Apply research to construct ideas about the unified concept of a drama/theatre work.  
b. Understand and apply technology to design solutions for a drama/ theatre work.  
c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

TH:Cr1.1.III Advanced a. Synthesize knowledge from a variety of dramatic forms, drama/ theatre conventions, and technologies to create the unified concept of a drama/ theatre work.  
b. Create a complete design for a drama/ theatre work that incorporates multiple elements of technology.  
c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic in a drama/ theatre work.

*Develop – Anchor Standard 2: Organize and develop artistic ideas and work.*

TH:Cr2.1.I Introductory a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/ theatre work.  
b. Investigate the collaborative nature of the actor, director, playwright, and designers (creative team) and explore their interdependent roles in a drama/theatre work.

TH:Cr2.1.II Intermediate a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.  
b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.

TH:Cr2.1.III Advanced a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and Western or non-Western theatre traditions.  
b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

*Develop – Anchor Standard 3: Revise, refine, and complete artistic work.*

TH:Cr3.1.I Introductory a. Practice and revise a unified devised or scripted drama/theatre work using theatre conventions.  
b. Explore physical, vocal, and psychological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.  
c. Refine technical design choices to support the symbols or metaphors to unify the concept in a devised or scripted drama/ theatre work.

TH:Cr3.1.II Intermediate a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.  
b. Use research and script analysis to revise physical, vocal, and psychological choices impacting the believability and relevance of a drama/theatre work.  
c. Reimagine and revise technical design choices during the course of a rehearsal process to enhance the unified concept in a devised or scripted drama/theatre work.

TH:Cr3.1.III Advanced a. Refine, transform, or reimagine the unifying concept in a devised or scripted drama/theatre work using the rehearsal process.  
b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant to a drama/theatre work.  
c. Apply a high level of technical proficiencies to the rehearsal process to enhance the unified concept in a devised or scripted drama/theatre work.

## PERFORMING

*Select – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.*

TH:Pr4.1.I a. Apply choices to the interpretation of a drama/theatre work.

Introductory TH:Pr4.1.II	b. Shape character choices using given circumstances in a drama/theatre work. a. Explore various choices to the interpretation of a drama/theatre work.
Intermediate TH:Pr4.1.III	b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work. a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/ theatre work.
Advanced TH:Pr4.1.III	b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.
<i>Prepare – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i>	
Introductory TH:Pr5.1.I	a. Practice various acting techniques to expand skills in a rehearsal or drama/ theatre performance. b. Research technical elements to increase the impact of a design for a drama/theatre production.
Intermediate TH:Pr5.1.II	a. Refine a range of acting skills to build a believable and sustainable drama/ theatre performance. b. Apply technical elements and research to create a design that communicates the concept of a drama/ theatre production.
Advanced TH:Pr5.1.III	a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance. b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/ theatre production.
<b>PERFORMING</b>	
<i>Share, Present</i>	
Introductory TH:Pr6.1.I	a. Express a theme through the unified concept in the performance of a drama/theatre work.
Intermediate TH:Pr6.1.II	a. Express a theme through the unified concept in the performance of a drama/theatre work for a specific purpose.
Advanced TH:Pr6.1.III	a. Express a theme through the unified concept in the performance of a drama/theatre work for a specific purpose to a specific audience.
<b>RESPONDING</b>	
<i>Reflect – Anchor Standard 7: Perceive and analyze artistic work.</i>	
Introductory TH:Re7.1.I	a. Justify personal reactions to artistic choices made in a drama/theatre work.
Intermediate TH:Re7.1.II	a. Recognize the validity of multiple interpretations of artistic choices in a drama/theatre work.
Advanced TH:Re7.1.III	a. Demonstrate an understanding of multiple interpretations and how each might be used to influence future artistic choices in a drama/theatre work.
<i>Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.</i>	
Introductory TH:Re8.1.I	a. Identify and compare artistic choices developed from personal experience, textual evidence, and appropriate criteria in a drama/theatre work. b. Identify and compare cultural perspectives and contexts that may influence the interpretation of a drama/theatre work. c. Support and explain personal aesthetics through participation in, and observation of, a drama/theatre work.
Intermediate TH:Re8.1.II	a. Analyze personal experience, textual evidence, and appropriate criteria to reinforce artistic choices when participating in or observing a drama/ theatre work. b. Apply cultural perspectives and understandings to interpret a drama/ theatre work. c. Justify how aesthetics inform artistic decisions in a drama/theatre work.
Advanced TH:Re8.1.III	a. Apply personal experience, textual evidence, and appropriate criteria to revise personal work and/or interpret the work of others in a drama/theatre work. b. Demonstrate/ articulate new understandings of cultures and contexts to interpret a drama/theatre work. c. Debate and distinguish multiple aesthetics through participation in, and observation of, drama/ theatre work.
<i>Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.</i>	
Introductory TH:Re9.1.I	a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. b. Judge the effectiveness of production elements in conveying the theme of the drama/theatre work while respecting others' interpretations. c. Assess the impact of a drama/theatre work on a specific audience.
Intermediate TH:Re9.1.II	a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria. b. Citing evidence, evaluate the production elements in conveying the theme of a drama/theatre work. c. Articulate how a drama/theatre work communicates for a specific purpose and audience.
Advanced TH:Re9.1.III	a. Research and synthesize cultural and historical information related to a drama/ theatre work to support or evaluate artistic choices. b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/ theatre work. c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

## CONNECTING

*Empathize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.*

TH:Cn10.1.I a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.

Introductory

TH:Cn10.1.II a. Investigate how community ideas and personal beliefs impact a drama/theatre work.

Intermediate

TH:Cn10.1.III a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

Advanced

*Interrelate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.*

TH:Cn11.1.I a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

Introductory

TH:Cn11.1.II a. Develop a drama/ theatre work that identifies and questions cultural, global, and historic belief systems.

Intermediate

TH:Cn11.1.III a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.

Advanced

*Research - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.*

TH:Cn11.2.I a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work.

Introductory

TH:Cn11.2.II a. Discuss creative choices for a devised or scripted drama/theatre work based on research about selected topics.  
b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre design, based on critical research.

Intermediate

TH:Cn11.2.III a. Justify the performance choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific information from theatrical research.  
b. Synthesize and apply critical research on a historical time period to create a design for a modern drama/theatre space.

Advanced

## VISUAL ARTS

## CREATING

*Investigate, Plan, Make – Anchor Standard 1: Generate and conceptualize artistic ideas and work.*

VA:Cr1.1.I a. Use multiple approaches to begin creative endeavors.

Introductory

VA:Cr1.1.II a. Individually or collaboratively formulate new creative problems based on student's existing artwork.

Intermediate

VA:Cr1.1.III a. Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Advanced

*Anchor Standard 1: Generate and conceptualize artistic ideas and work.*

VA:Cr1.2.I a. Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

Introductory

VA:Cr1.2.II a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Intermediate

VA:Cr1.2.III a. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

Advanced

*Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.*

VA:Cr2.1.I a. Engage in making a work of art or design without having a preconceived plan.

Introductory

VA:Cr2.1.II a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Intermediate

VA:Cr2.1.III a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

Advanced

*Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.*

VA:Cr2.2.I a. Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Introductory

VA:Cr2.2.II a. Demonstrate awareness of ethical implications of making and distributing creative work.

Intermediate

VA:Cr2.2.III a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

Advanced

*Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.*

VA:Cr2.3.I a. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Introductory

VA:Cr2.3.II a. Redesign an object, system, place, or design in response to contemporary issues.

Intermediate

VA:Cr2.3.III Advanced	a. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, or empowers people's lives.
<i>Reflect, Refine, Continue – Anchor Standard 3: Revise, refine, and complete artistic work.</i>	
VA:Cr3.1.I Introductory	a. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
VA:Cr3.1.II Intermediate	a. Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.
VA:Cr3.1.III Advanced	a. Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
<b>PRESENTING</b>	
<i>Relate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i>	
VA:Pr4.1.I Introductory	a. Analyze, select, and curate artifacts or artworks for presentation and preservation.
VA:Pr4.1.II Intermediate	a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.
VA:Pr4.1.III Advanced	a. Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
<i>Select – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i>	
VA:Pr5.1.I Introductory	a. Analyze and evaluate the reasons and ways an exhibition is presented.
VA:Pr5.1.II Intermediate	a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
VA:Pr5.1.III Advanced	a. Investigate, compare, and contrast methods for preserving and protecting art.
<i>Analyze – Anchor Standard 6: Convey meaning through the presentation of artistic work.</i>	
VA:Pr6.1.I Introductory	a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
VA:Pr6.1.II Intermediate	a. Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
VA:Pr6.1.III Advanced	a. Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural or political experiences.
<b>RESPONDING</b>	
<i>Share – Anchor Standard 7: Perceive and analyze artistic work.</i>	
VA:Re7.1.I Introductory	a. Hypothesize ways in which art influences perception and understanding of human experiences.
VA:Re7.1.II Intermediate	a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA:Re7.1.III Advanced	a. Analyze how responses to art develop over time based on knowledge of, and experience with, art and life.
<i>Perceive – Anchor Standard 7: Perceive and analyze artistic work.</i>	
VA:Re7.2.I Introductory	a. Analyze how one's understanding of the world is affected by experiencing visual imagery.
VA:Re7.2.II Intermediate	a. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
VA:Re7.2.III Advanced	a. Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
<i>Anchor Standard 8: Construct meaningful interpretations of artistic work.</i>	
VA:Re8.1.I Introductory	a. Construct meaningful interpretations, supported by evidence, of an artwork or collection of works through describing and analyzing feelings, subject matter, formal characteristics, artmaking approaches, contextual information, and key concepts.
VA:Re8.1.II Intermediate	a. Construct and support meaningful interpretations, supported by evidence, of an artwork or collection of works through describing and analyzing feelings, subject matter, formal characteristics, artmaking approaches, contextual information, and key concepts.
VA:Re8.1.III Advanced	a. Compare and contrast differing interpretations of an artwork or collection of works and explain how various interpretations enrich experiences of art and life.
<i>Analyze – Anchor Standard 9: Apply criteria to evaluate artistic work.</i>	
VA:Re9.2.I Introductory	a. Establish relevant criteria in order to evaluate a work of art or collection of works.
VA:Re9.2.II Intermediate	a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
VA:Re9.2.III Advanced	a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.

**CONNECTING***Interpret – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.*

VA:Cn10.1.I a. Document the process of developing ideas from early stages to fully elaborated ideas.

Introductory

VA:Cn10.1.II a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.

Intermediate

VA:Cn10.1.III a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Advanced

*Synthesize – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.*

VA:Cn11.1.I a. Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Introductory

VA:Cn11.1.II a. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Intermediate

VA:Cn11.1.III a. Through observation, infer information about time, place, and culture in which a work of art was created.

Advanced

Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines. It is important to note that the grade 6–12 literacy standards in history/social studies, science, and technical subjects are meant to supplement content standards in those areas, not replace them. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments. Fine Arts teachers are encouraged to collaborate with their ELA counterparts to establish standards coverage over the course of the year.

**Literacy Standards****COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING***Key Ideas and Details*

CCR.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

*Craft and Structure*

CCR.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCR.R.6 Assess how point of view or purpose shapes the content and style of a text.

*Integration of Knowledge and Ideas*

CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCR.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

*Range of Reading and Level of Text Complexity*

CCR.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE***Conventions of Standard English*

CCR.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

*Knowledge of Language*

CCR.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

*Vocabulary Acquisition and Use*

- CCR.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCR.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCR.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING***Text Types and Purposes*

- CCR.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCR.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCR.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

*Production and Distribution of Writing*

- CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

*Research to Build and Present Knowledge*

- CCR.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCR.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCR.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

*Range of Writing*

- CCR.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING***Comprehension and Collaboration*

- CCR.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

*Presentation of Knowledge and Ideas*

- CCR.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**SOCIAL / EMOTIONAL LEARNING – 9<sup>th</sup> – 10<sup>th</sup> GRADE****DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.***Identify And Manage One's Emotions And Behavior.*

- 1A.4a Analyze how thoughts and emotions affect decision making and responsible behavior.
- 1A.4b Generate ways to develop more positive attitudes.

*Recognize personal qualities and external supports.*

- 1B.4a Set priorities in building on strengths and identifying areas for improvement.
- 1B.4b Analyze how positive adult role models and support systems contribute to school and life success.

*Demonstrate skills related to achieving personal and academic goals.*

- 1C.4a Identify strategies to make use of resources and overcome obstacles to achieve goals.
- 1C.4b Apply strategies to overcome obstacles to goal achievement.

**USE SOCIAL-AWARENESS AND INTERPERSONAL SKILLS TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS.***Recognize The Feelings And Perspectives Of Others.*

2A.4a Analyze similarities and differences between one's own and others' perspectives.

2A.4b Use conversation skills to understand others' feelings and perspectives.

*Recognize Individual And Group Similarities And Differences.*

2B.4a Analyze the origins and negative effects of stereotyping and prejudice.

2B.4b Demonstrate respect for individuals from different social and cultural groups.

*Use Communication And Social Skills To Interact Effectively With Others.*

2C.4a Evaluate the effects of requesting support from and providing support to others.

2C.4b Evaluate one's contribution in groups as a member and leader.

*Demonstrate An Ability To Prevent, Manage, And Resolve Interpersonal Conflicts In Constructive Ways.*

2D.4a Analyze how listening and talking accurately help in resolving conflicts.

2D.4b Analyze how conflict-resolution skills contribute to work within a group.

**DEMONSTRATE DECISION-MAKING SKILLS AND RESPONSIBLE BEHAVIORS IN PERSONAL, SCHOOL, AND COMMUNITY CONTEXTS.***Consider Ethical, Safety, And Societal Factors In Making Decisions.*

3A.4a Demonstrate personal responsibility in making ethical decisions.

3A.4b Evaluate how social norms and the expectations of authority influence personal decisions and actions.

*Apply Decision-Making Skills To Deal Responsibly With Daily Academic And Social Situations.*

3B.4a Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.

3B.4b Apply decision-making skills to establish responsible social and work relationships.

*Contribute To The Well-Being Of One's School And Community.*

3C.4a Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.

3C.4b Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.

**SOCIAL / EMOTIONAL LEARNING – 11<sup>th</sup> – 12<sup>th</sup> GRADE****DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.***Identify and Manage One's Emotions and Behavior.*

1A.5a Evaluate how expressing one's emotions in different situations affects others.

1A.5b Evaluate how expressing more positive attitudes influences others.

*Recognize personal qualities and external supports.*

1B.5a Implement a plan to build on a strength, meet a need, or address a challenge.

1B.5b Evaluate how developing interests and filling useful roles support school and life success.

*Demonstrate skills related to achieving personal and academic goals.*

1C.5a Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.

1C.5b Monitor progress toward achieving a goal, and evaluate one's performance against criteria.

**USE SOCIAL-AWARENESS AND INTERPERSONAL SKILLS TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS.***Recognize The Feelings and Perspectives of Others.*

2A.5a Demonstrate how to express understanding of those who hold different opinions.

2A.5b Demonstrate ways to express empathy for others.

*Recognize Individual and Group Similarities and Differences.*

2B.5a Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.

2B.5b Evaluate how advocacy for the rights of others contributes to the common good.

*Use Communication and Social Skills to Interact Effectively with Others.*

2C.5a Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.

2C.5b Plan, implement, and evaluate participation in a group project.

*Demonstrate an Ability to Prevent, Manage, And Resolve Interpersonal Conflicts in Constructive Ways.*

2D.5a Evaluate the effects of using negotiation skills to reach win-win solutions.

2D.5b Evaluate current conflict-resolution skills and plan how to improve them.

**DEMONSTRATE DECISION-MAKING SKILLS AND RESPONSIBLE BEHAVIORS IN PERSONAL, SCHOOL, AND COMMUNITY CONTEXTS.**

*Consider Ethical, Safety, And Societal Factors in Making Decisions.*

3A.5a Apply ethical reasoning to evaluate societal practices.

3A.5b Examine how the norms of different societies and cultures influence their members' decisions and behaviors.

*Apply Decision-Making Skills to Deal Responsibly with Daily Academic and Social Situations.*

3B.5a Analyze how present decision making affects college and career choices.

3B.5b Evaluate how responsible decision making affects interpersonal and group relationships.

*Contribute to The Well-Being of One's School and Community.*

3C.5a Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.

3C.5b Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.

The chart below outlines the minimum state-required courses for students graduating in the year shown. \*

ILLINOIS STATE GRADUATION REQUIREMENTS						
Graduation Date	Mathematics	Writing**	Language Arts	Science	Social Science	Electives
<b>2016 and beyond</b> (i.e., students entering as ninth-graders starting in school year 2012-2013)	Of 3 years, 1 year must be Algebra I and 1 year must be a course that includes geometry content.	2 years; 1 year must be an English course and 1 year may be provided as a part of any course offered.	4 years; no content specified.	2 years; no content specified.	2 years; must include 1 year of U.S. history or combination of U.S. history and American government and 1 semester of civics.	1 year; includes art, music, foreign language, or vocational education.
Total***	3 years	2 years	4 years	2 years	2 years	1 years

\*This date assumes a student will graduate in four years.

\*\*The legislative intent of this requirement is not to increase the number of units needed for graduation but rather to have schools incorporate content to meet the two-year writing-intensive requirement into other courses required for graduation, where appropriate.

\*\*\*This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, daily physical education, while not a state graduation requirement, is a required course for all students in each of four years of high school (see 105 ILCS 5/27-6). The law and agency rules also require that students during high school take a minimum of 18 weeks (one semester) of health education (see 105 ILCS 110, 105 ILCS 5/27-5 and 23 Ill. Adm. Code 1.440(a)(9)) and one quarter (nine weeks) of consumer education (see 105 ILCS 5/27-12.1 and 23 Ill. Adm. Code 1.440(a)(11)), bringing the total number of state-required courses to 16.75 units.

RESOURCES TO SUPPORT THE STANDARDS	COMPLETE ILLINOIS LEARNING STANDARDS
Illinois Classrooms in Action <a href="http://www.ilclassroomsinaction.org">www.ilclassroomsinaction.org</a>	English Language Arts <a href="http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf">http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf</a>
Illinois Writing Matters <a href="http://www.ilwritingmatters.org">www.ilwritingmatters.org</a>	Fine Arts <a href="http://illinoisartslearning.org/#report-and-standards">http://illinoisartslearning.org/#report-and-standards</a>
Achieve the Core <a href="http://www.achievethecore.org">www.achievethecore.org</a>	Social and Emotional Learning <a href="http://www.isbe.net/ils/social_emotional/standards.htm">http://www.isbe.net/ils/social_emotional/standards.htm</a>
Tools for the Common Core Standards <a href="http://commoncoretools.me/">http://commoncoretools.me/</a>	
Library of Congress <a href="http://www.loc.gov/teachers/">http://www.loc.gov/teachers/</a>	
Ohio Resource Center <a href="http://www.ohiorc.org/">http://www.ohiorc.org/</a>	