

# ARTS

## Content Standards and Benchmarks

Adopted April 1997 as part of 6NMAC3.2

## Performance Standards

October 1998

**Note: The draft of the Performance Standards in this document will continue to be developed and refined prior to field review and input.**

Format Note:

**Content Standards** are located at the top of each page.

**Benchmarks** begin each section and begin with a Capital Letter.

**Performance Standards** are located after the Benchmark and begin with a numeral (i.e., 1, 2, 3, etc.).

Arts in education in dance, music, theatre, and visual arts consists of experience, explorations, and expressions that develop and integrate all aspects of our intelligence. The arts are essential to a basic education and the right of every student in New Mexico. To ensure arts education for all students, the curriculum should be delivered through the collaborative efforts of arts specialists and classroom teachers.

### Unifying Concepts in Arts Education

Learning in the visual and performing arts is grounded in production and performance.

Learning in, about, and through the visual and performing arts develops imaginative, critical and reflective thinking, as well as problem-solving skills.

Learning in, about, and through the visual and performing arts incorporates an understanding of cultural and historical contexts.

# Arts Guiding Principles

There are many routes to competence in the arts disciplines. Students may work in different arts at different times as their abilities develop at different rates. Students work towards comprehensive competence from the very beginning, preparing in the lower grades for deeper and more rigorous work each succeeding year.

**Content Standard 1:** Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.

**Content Standard 2:** Use dance, music, theatre/drama, and visual arts to express ideas.

**Content Standard 3:** Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.

**Content Standard 4:** Demonstrate an understanding of the dynamics of the creative process.

**Content Standard 5:** Observe, discuss, analyze, and make critical judgments about artistic works.

**Content Standard 6:** Show increased awareness of diverse peoples and cultures through visual and performing arts.

**Content Standard 7:** Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.

**Content Standard 8:** Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.

## Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.

K-4 Students will:	<b>BENCHMARKS</b> 5-8 Students will:	9-12 Students will:
<p><u>Dance</u></p> <p>A. Accurately demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide, and skip) and non-locomotor movements (bend, twist, stretch, and swing).</p> <ol style="list-style-type: none"> <li>1. Employ the eight basic locomotor movements and at least eight non-locomotor movements (axial) and various shapes, in a pattern which incorporates the six body directions, low, middle, and high space, diagonal lines and turning exercises along straight, curved and zigzag pathways.</li> <li>2. Students with limited movement capabilities should be encouraged to learn movements within the range of their abilities.</li> </ol> <p>B. Show the concepts of personal space and general space, working alone, with a partner, and in a group.</p> <ol style="list-style-type: none"> <li>1. Illustrate through movement and maintain personal space, general space, working space, working alone, with a partner and in a group.</li> </ol> <p>C. Distinguish between actions and elements in performing and observing movement.</p> <ol style="list-style-type: none"> <li>1. Identify and list the actions (movement skills) and the elements (space, time with force/energy) of several observed dance phrases. Distinguish and explain through movement the difference between actions and elements of dance.</li> </ol>	<p><u>Dance</u></p> <p>A. Know basic dance steps, positions and patterns.</p> <ol style="list-style-type: none"> <li>1. Accurately identify and demonstrate basic dance steps, positions and patterns, action/elements from one or more differing styles or traditions of dance which include a demonstration of a range of dynamics/ movement qualities.</li> <li>2. Students with limited movement capabilities should be encouraged to learn movements within the range of their abilities.</li> </ol> <p>B. Demonstrate and understand a wide range of movement skills and their underlying principles.</p> <ol style="list-style-type: none"> <li>1. Articulate the underlying principles and perform with confidence the following movement skills: alignment, balance, initiation of movement, articulation, weight shift, elevation/landing and fall/recovery.</li> </ol> <p>C. Know how rhythms can be expressed in movement.</p> <ol style="list-style-type: none"> <li>1. Perform the dance concepts with increasing kinesthetic awareness, concentration and focus to a wide variety of musical rhythm with confidence.</li> </ol>	<p><u>Dance</u></p> <p>A. Perform complex movement sequences from different dance styles or traditions consistently and reliably, with projection and artistic expression.</p> <ol style="list-style-type: none"> <li>1. Build a dance vocabulary and technique that will allow students to remember extended movement sequences.</li> <li>2. Create and perform extended movement sequences in a broad dynamic range within the range of all students' abilities.</li> <li>3. Identify three styles of music and be able to accurately demonstrate timing and accents in the music.</li> <li>4. Demonstrate projection while performing dance skills.</li> </ol> <p>B. Explain and apply appropriate skeletal alignment.</p> <ol style="list-style-type: none"> <li>1. Understand appropriate skeletal alignment.</li> <li>2. Demonstrate body-part articulation, strength, agility, and coordination in locomotor and non-locomotion/axial movement.</li> </ol> <p>C. Show technical refinement through self-evaluation and correction.</p> <ol style="list-style-type: none"> <li>1. Demonstrate ability to respond to correction and work independently on movement problems.</li> <li>2. Establish an unreadable problem - apply it in evaluating their own work, and that of others.</li> </ol>

**Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.**

K-4 Students will:	<b>BENCHMARKS</b> 5-8 Students will:	9-12 Students will:
<p>D. Demonstrate kinesthetic (sensory) awareness, focus and concentration, and accuracy in moving various musical rhythms.</p> <ol style="list-style-type: none"> <li>1. Perform A1 and B1 above while demonstrating kinesthetic awareness, focus and concentration while applying various musical rhythms.</li> </ol> <p><u>Music</u></p> <p>A. Sing and speak using appropriate vocal techniques while maintaining a steady beat.</p> <ol style="list-style-type: none"> <li>1. Sing, alone and with others, with correct pitch, rhythm, timbre, diction and posture.</li> <li>2. Sing two-part rounds, partner songs, simple descants, as well as unison songs.</li> </ol> <p>B. Explore timbre (tone quality) capabilities and limitations of various classroom instruments.</p> <ol style="list-style-type: none"> <li>1. Investigate qualities of sound gestures (clapping, snapping, patting, stamping).</li> <li>2. Investigate qualities of available non-tuned percussion instruments.</li> </ol> <p>C. Explore through movement simple rhythm patterns.</p> <ol style="list-style-type: none"> <li>1. Demonstrate steady beat at different tempos, both in locomotor and non-locomotor settings.</li> <li>2. Match movement to given sound cues.</li> <li>3. Demonstrate ability to combine beat and rhythm patterns.</li> </ol>	<p>D. Demonstrate increasing kinesthetic (sensory) awareness, concentration, and focus.</p> <ol style="list-style-type: none"> <li>1. Perform the dance concepts with increasing kinesthetic awareness, concentration and focus to a wide variety of musical rhythm with confidence.</li> </ol> <p><u>Music</u></p> <p>A. Improvise, compose, and/or arrange simple rhythmic and harmonic accompaniments;</p> <ol style="list-style-type: none"> <li>1. Sing and/or play with accuracy in pitch and rhythm and with sensitivity to timbre and dynamics.</li> </ol> <p>B. Improvise, compose, and/or arrange short melodies, unaccompanied and over a given rhythmic accompaniment.</p> <ol style="list-style-type: none"> <li>1. Combine sound gestures with movement.</li> <li>2. Perform on non-tuned percussion instruments with movement, varying dynamics, timbre, and tempo while maintaining a steady beat.</li> </ol> <p>C. Explore complex combinations of beat and rhythm patterns through movement.</p> <ol style="list-style-type: none"> <li>1. Sing and play perfect, major, and minor intervals.</li> <li>2. Build tonic and dominant triads and use them appropriately in accompaniments.</li> </ol>	<p><u>Music</u></p> <p>A. Perform expressively with appropriate dynamics, phrasing and interpretation.</p> <p>B. Demonstrate an understanding of simple and compound meters.</p> <p>C. Read and write simple rhythmic and melodic examples and demonstrate rudimentary musical dictation skills.</p> <ol style="list-style-type: none"> <li>1. Define and perform simple and compound meters.</li> <li>2. Define and perform shifting and mixed meters.</li> </ol>

**Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.**

K-4 Students will:	BENCHMARKS 5-8 Students will:	9-12 Students will:
<p>D. Identify basic rhythmic symbols including whole, half, quarter, and eighth notes, and the concepts of dotted notes and rests.</p> <ol style="list-style-type: none"> <li>1. Demonstrate steady beat at different tempos, both in locomotor and non-locomotor settings, and match movement to given sound cues.</li> <li>2. Perform sound gestures (clapping, snapping, patting, stamping) as well as available non-tuned percussion instruments and understand their capabilities and limitations.</li> </ol> <p><u>Theatre</u></p> <p>A. Use body and voice to portray character that contributes to the action of a dramatization.</p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to concentrate and stay in character for the duration of short improvised dramatizations.</li> <li>2. Participate within the range of all students' abilities.</li> </ol> <p>B. Imagine and construct technical elements for classroom dramatizations (e.g. simple sets, props, costumes, make up, and/or sound effects).</p>	<p>D. Perform on non-tuned percussion instruments, varying dynamics, timbre, and tempo while maintaining steady beat.</p> <ol style="list-style-type: none"> <li>1. Discuss the physics of sound, explaining its movement through space and demonstrating by moving to sound cues and creative appropriate sound accompaniment to movement.</li> </ol> <p><u>Theatre</u></p> <p>A. Refine and record dialogue and action that contribute to effective plots in classroom dramatizations.</p> <ol style="list-style-type: none"> <li>1. Create dialogue and action that is appropriate for different characters in terms of their age, cultural heritage, physical and emotional attributes, socio-economic status, and other distinguishing characteristics.</li> </ol> <p>B. Practice acting skills to develop characterizations that suggest or illustrate artistic choice.</p>	<p>D. Explore music theory, history, and appreciation.</p> <p><u>Theatre</u></p> <p>A. Create and analyze the physical, emotional, and social dimensions of characters and sustain these characters in an ensemble.</p> <ol style="list-style-type: none"> <li>1. As a part of a cast analyze, create and portray characters in a public performance of a full length play.</li> <li>2. Participate within the range of all students' abilities.</li> </ol> <p>B. Apply the basic physical and chemical properties of the technical aspects of theatre: (e.g. light, color, electricity, paint, make up).</p> <ol style="list-style-type: none"> <li>1. Apply learned technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting and sound.</li> </ol>

**Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.**

<p align="center">K-4 Students will:</p>	<p align="center"><b>BENCHMARKS</b> 5-8 Students will:</p>	<p align="center">9-12 Students will:</p>
<p>C. Select characters, environments, and situations for dramatizations.</p> <ol style="list-style-type: none"> <li>1. In small or large group discussions, describe in detail what they imagine characters in their dramatizations look like, how they behave, how they feel about other characters, and where they live.</li> </ol> <p>D. Improvise dialogue to tell stories.</p> <p><u>Visual Arts</u></p> <p>A. Participate in the process of making art to understand the elements of art: line, shape, form, color, and texture.</p> <ol style="list-style-type: none"> <li>1. Identify and/or make art using different materials (such as watercolor, tempera, clay, etc.).</li> <li>2. Identify the elements of design (line, color, shape, texture, pattern, space, value) as found in the environment and in art.</li> </ol>	<p>C. Interact as characters in an ensemble.</p> <p>D. Select and create necessary technical elements for dramatizations (e.g. sets, props, costumes, make-up, and/or sound effects).</p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to stay in character for longer classroom dramatizations and to cooperate and abide by group decisions.</li> </ol> <p>E. Analyze and describe character behaviors and motivations.</p> <p><u>Visual Arts</u></p> <p>A. Explore art materials, techniques, qualities, characteristics, and processes; understand what makes them effective in solving specific art problems and how they are used to enhance life experiences and ideas.</p> <ol style="list-style-type: none"> <li>1. Engage in problem-solving activities that apply the principles of art to the elements of art.</li> </ol>	<p>C. Create and implement production schedules, management plans, and promotional ideas.</p> <p>D. Conduct auditions, cast actors, direct scenes, and manage production meetings.</p> <p>E. Demonstrate artistic discipline to achieve an ensemble.</p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to listen to, react to, and play off of other actors in rehearsal and in performance.</li> </ol> <p><u>Visual Arts</u></p> <p>A. Show skill, confidence, and sensitivity in applying knowledge of art media and techniques to the production of artwork.</p> <ol style="list-style-type: none"> <li>1. Demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition.</li> </ol>

**Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.**

K-4 Students will:	BENCHMARKS 5-8 Students will:	9-12 Students will:
<p>B. Explore and become familiar with art materials and their related techniques.</p> <ol style="list-style-type: none"> <li>1. Identify and/or make use of techniques for producing art (such as drybrush, textured brush strokes, pinching, etc).</li> <li>2. Demonstrate and explain steps used to create art (idea gathering, sketches, diagrams, and additions to diagrams).</li> </ol> <p>C. Use art materials and tools in a safe and responsible manner.</p> <ol style="list-style-type: none"> <li>1. Demonstrate and explain responsible behavior with all aspects of art materials and tools.</li> </ol>	<p>B. Explore and understand the use of art materials and techniques by culturally diverse artists locally and globally.</p> <ol style="list-style-type: none"> <li>1. Research and discuss the relationship between art and artifact and their historical, geographical, cultural and political contexts.</li> </ol>	<p>B. Demonstrate knowledge of appropriate health and safety issues as they pertain to the use of art material and equipment.</p> <ol style="list-style-type: none"> <li>1. Produce a body of work that reflects the effectiveness of selective mediums and techniques for communicating.</li> </ol> <p>C. Recognize that there are multiple points of view about organizational principles of design and elements of art.</p> <ol style="list-style-type: none"> <li>1. Use objects, symbols, and ideas in their artwork and use the skills gained to solve problems in daily life.</li> </ol> <p>D. Produce art that demonstrates the elements of art and principles of design in a variety of media.</p> <ol style="list-style-type: none"> <li>1. Create a body of work via portfolio, which represents a personal exploration of viewpoints using principles and elements of design.</li> </ol>

## Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.

K-4 Students will:	<b>BENCHMARKS</b> 5-8 Students will:	9-12 Students will:
<p><u>Dance</u></p> <p>A. Explain how dance is different from other forms of human movement such as sports or everyday gestures.</p> <ol style="list-style-type: none"> <li>1. Analyze, compare and translate how dance is different from other forms of human movement/gestures through active discussion, recording and/or movement exploration. Appraise through dance vocabulary the similarities and differences in an active class discussion through diagramming. Formulate the major reasons why dance is different from everyday movement. Include all students to the extent possible.</li> </ol> <p>B. In groups, actively explore dance as communication and discuss various interpretations and reactions to dance.</p> <ol style="list-style-type: none"> <li>1. Through class participation and discussion, actively evaluate a live dance performance or video-taped performance which explores individual interpretations and reactions to dance.</li> <li>2. In small groups, compose a meaningful dance sequence. Perform, respond and interpret through the dance vocabulary. Come up with a group consensus concerning the message conveyed and compare to the choreographer's intent; record in notebook, dance journal or on bulletin board. Include all learners to the extent possible.</li> </ol>	<p><u>Dance</u></p> <p>A. Explain and demonstrate how dancers express ideas using the basic elements of dance.</p> <ol style="list-style-type: none"> <li>1. Alone, with a partner or in a group, effectively create a dance sequence which clearly conveys a message or messages using the dance concepts. Report with confidence to a peer audience how the chosen movements help to create/enhance the meaning of the presentation.</li> <li>2. Using the structure of "A1" above, the dancers are asked to change one or more of the following: dynamics, phrasing, gestures and/or focus. Observers respond/discuss/record how the meaning has differed with these altered movements. All participants must be able to formulate the differences and how the meaning is affected through this exercise.</li> </ol> <p>B. Show how variations in dynamics, phrasing, gestures, and focus can change the meaning of dance movements.</p>	<p><u>Dance</u></p> <p>A. Demonstrate how movement choices communicate abstract ideas in dance.</p> <ol style="list-style-type: none"> <li>1. Formulate and answer questions about how movement choices communicate abstract ideas in dance.</li> <li>2. Include all learners to the extent possible.</li> </ol> <p>B. Communicate through dance a contemporary social theme.</p> <ol style="list-style-type: none"> <li>1. Create a dance that effectively communicates a contemporary social theme.</li> </ol> <p>C. Express an idea chosen from literature or current events through dance.</p> <ol style="list-style-type: none"> <li>1. Create a dance/dance study based on literature or current events.</li> </ol>

## Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.

K-4 Students will:	<b>BENCHMARKS</b> 5-8 Students will:	9-12 Students will:
<p><u>Music</u></p> <p>A. Recognize music and its notation as a type of language capable of expressing ideas.</p> <ol style="list-style-type: none"> <li>1. Discuss ways in which music can express, non-verbally, various emotions or events.</li> <li>2. Create and perform pieces using graphic notation and identify and interpret symbols of standard musical notation.</li> <li>3. Use standard terms in discussing music and music performance.</li> </ol> <p><u>Theatre</u></p> <p>A. Develop improvised classroom dramatizations that express various moods or emotions (e.g. happy, sad, funny, scary, mysterious, etc.).</p> <ol style="list-style-type: none"> <li>1. Alone or in groups, write a script based on a short story improvised dramatization, with a beginning that introduces the characters, a middle that includes a dramatic conflict, and an ending that resolves the conflict.</li> </ol> <p>B. Describe the moods or emotional qualities of different kinds of live or videotaped theatrical performances.</p>	<p><u>Music</u></p> <p>A. Recognize how music is used in contemporary society to influence how we think and live.</p> <ol style="list-style-type: none"> <li>1. Listen to several musical radio/TV commercials.</li> <li>2. Discuss how the music of commercials can influence its listeners.</li> <li>3. Listen to and compare the differences between military march music and meditative music.</li> </ol> <p>B. Recognize that emotions and ideas can be expressed through abstract/absolute music.</p> <p><u>Theatre</u></p> <p>A. Create improvised or scripted dramatizations that express specific ideas, meanings, themes, moods, and emotions.</p> <ol style="list-style-type: none"> <li>1. In writing or in discussion, analyze the following attributes of character: physical appearance, social role, objectives, emotions, motivations, and relationships.</li> </ol> <p>B. Critique the ideas, meanings, themes, moods, and emotions expressed in classroom dramatizations or formal theatrical productions.</p> <ol style="list-style-type: none"> <li>1. Listen to two contrasting movements in a sonata (e.g., the first and third movements of Beethoven’s “Moonlight” Sonata) and compare and discuss the feelings and thoughts evoked by each of them.</li> </ol>	<p><u>Music</u></p> <p>A. Recognize how different compositional devices and forms can communicate distinct ideas through music.</p> <ol style="list-style-type: none"> <li>1. Prepare a set of variations on a simple piece making sure to vary some element in each one, e.g., tempo, major or minor mode, meter, etc. Discuss how the different variants express different ideas.</li> </ol> <p><u>Theatre</u></p> <p>A. Construct and refine dramatic scripts that express specific themes and emotions.</p> <ol style="list-style-type: none"> <li>1. Write short theatre, film, television, or electronic media scripts in a variety of new or traditional forms making decisions about selling the plot, characters, character motivation, and dramatic action.</li> </ol> <p>B. Develop technical designs that use visual and aural elements to enhance dramatic scripts.</p>

**Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.**

K-4 Students will:	<b>BENCHMARKS</b> 5-8 Students will:	9-12 Students will:
<p><u>Visual Arts</u></p> <p>A. Explore and understand works of art based on self, family, community and the world.</p> <ol style="list-style-type: none"> <li>1. Identify similarities and differences in the ideas, customs and art of others.</li> <li>2. Participate in a variety of reflective processes (individual tasks, group discussions, journaling, portfolio and display).</li> </ol> <p>B. Know and use art to interpret personal ideas, feelings, and experiences through visual form.</p> <ol style="list-style-type: none"> <li>1. Use a piece of original student art as the motivation for a creative writing piece.</li> <li>2. Complete, discuss and display one's own original works of art.</li> </ol>	<p><u>Visual Arts</u></p> <p>A. Apply elements of art and principles of design to communicate ideas.</p> <ol style="list-style-type: none"> <li>1. Define and demonstrate the elements and principles of design.</li> <li>2. Communicate specific works of art to others by using and explaining the elements and principles of design in a piece of original art.</li> </ol> <p>B. Use subjects, themes, and symbols when expressing ideas in art works.</p> <ol style="list-style-type: none"> <li>1. Explore a variety of media source for developing and conveying ideas, images, themes, symbols, and events through art.</li> <li>2. Identify and describe the emotional connotations of the use and placement of design principles and elements in one's own work and the work of others.</li> </ol>	<p><u>Visual Arts</u></p> <p>A. Describe how specific works of art can communicate an idea or elicit a variety of responses through the use of selected media, techniques, and processes.</p> <ol style="list-style-type: none"> <li>1. Compare and contrast a variety of art works in a historical and cultural context, and assimilate this into personal expression.</li> <li>2. Review and assess the use of design principles and elements in art.</li> </ol>

**Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.**

K-4 Students will:	<b>BENCHMARKS</b> 5-8 Students will:	9-12 Students will:
<p><u>Dance</u></p> <p>A. Explore and identify connections between dance and physical and health education.</p> <ol style="list-style-type: none"> <li>1. Through active participation in a class discussion, diagram the parallels between healthy living, physical fitness and dance-ability. Name and record at least three personal goals to improve through healthy choices to achieve better health, fitness and enjoyment as dancers. Include all students to the extent possible.</li> </ol> <p>B. Explore and identify ways in which dance integrates with and enhances the study of other subjects or content areas.</p> <ol style="list-style-type: none"> <li>1. Through the dance concepts, explore and distinguish the connections between dance and various other disciplines. Create a dance project that clearly showcases at least one concept from another academic discipline.</li> </ol> <p>C. Respond to dance through other art forms and explain the connections.</p> <ol style="list-style-type: none"> <li>1. Through visual art, theater, and/or music, respond to a live dance performance or video-taped performance which reflects the parallels between the arts disciplines.</li> </ol>	<p><u>Dance</u></p> <p>A. Create a dance project that reveals similarities and differences between the arts and other disciplines.</p> <ol style="list-style-type: none"> <li>1. Create and perform movement studies which showcase the similarities and differences between the arts and other disciplines which include a focus on the shared/connected concepts (i.e., balance, shape, pattern, etc.).</li> </ol> <p>B. Recognize concepts used by dance as well as by other disciplines within and outside of the fine arts.</p> <ol style="list-style-type: none"> <li>1. Create and perform movement studies which showcase the similarities and differences between the arts and other disciplines which include a focus on the shared/connected concepts (i.e., balance, shape, pattern, etc.).</li> </ol> <p>C. Explain strategies to prevent dance injuries and discuss effects of healthy choices on dance ability.</p> <ol style="list-style-type: none"> <li>1. Through active class participation, list/record strategies to prevent dance injuries and ways to improve better health and fitness for increased dance-ability. Strategize in dance journal three or more personal goals to improve dance-ability and steps to obtain these goals. Be able to answer questions regarding preventing dance injuries.</li> </ol>	<p><u>Dance</u></p> <p>A. Monitor personal progress, in dance, and discuss how lifestyle choices affect dancers.</p> <ol style="list-style-type: none"> <li>1. Reflect upon their own progress and personal growth during their study of dance.</li> <li>2. Effectively communicate how lifestyle choices affect the dancer.</li> </ol> <p>B. Explore commonalties and differences among dance and other disciplines by creating projects that include dance and other disciplines.</p> <ol style="list-style-type: none"> <li>1. Create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines.</li> <li>2. Clearly identify commonalties and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements, and ways of communicating meaning.</li> </ol> <p>C. Recognize challenges facing professional performers in maintaining healthy lifestyles.</p> <ol style="list-style-type: none"> <li>1. Describe healthy lifestyle choices which dancers can make.</li> </ol>

**Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.**

K-4 Students will:	<b>BENCHMARKS</b> 5-8 Students will:	9-12 Students will:
<p><u>Music</u></p> <p>A. Identify terms common to the various art forms.</p> <ol style="list-style-type: none"> <li>1. Demonstrate in discussion knowledge of terms common to all of the arts.</li> </ol> <p>B. Improvise accompaniments to poetry, dramatizations, dance, etc.</p> <ol style="list-style-type: none"> <li>1. Demonstrate ability to improvise accompaniments to poetry, stories, dramatizations, etc., using a variety of musical instruments.</li> </ol> <p>C. Identify ways in which music can support and enhance other disciplines.</p> <ol style="list-style-type: none"> <li>1. Discuss ways in which music and other disciplines are related and can contribute to mutual understanding.</li> </ol> <p><u>Theatre</u></p> <p>A. Describe how ideas and emotions are expressed in the various art forms.</p> <ol style="list-style-type: none"> <li>1. Having selected a theme or idea and attended, viewed or created performances or works of art that address that theme in two or more art forms, describe the similarities and differences among the art forms in communicating ideas and emotions.</li> </ol> <p>B. Select movement, music, or visual elements to enhance a dramatization.</p>	<p><u>Music</u></p> <p>A. Recognize how all music elements are used in similar and distinctive ways in various arts.</p> <ol style="list-style-type: none"> <li>1. Create a work which uses all the arts and be able to explain how each art form with its independent capabilities is a necessary component of the finished work.</li> </ol> <p>B. Explore and identify links among arts disciplines as well as among other content areas.</p> <ol style="list-style-type: none"> <li>1. Discuss and demonstrate relationships of music to other disciplines: reading—the ongoing, horizontal flow of words akin to the movement of music; social studies – how music of a culture helps to define and understand that culture; mathematics—the rhythm of music is expressed numerically; science—the movement of sound as a physical phenomenon.</li> </ol> <p><u>Theatre</u></p> <p>A. Describe and compare the presentation of characters, environments and action across all the arts.</p> <ol style="list-style-type: none"> <li>1. Incorporate elements of dance, music and visual arts to express ideas and emotions in improvised and scripted scenes.</li> </ol> <p>B. Develop dramatizations which include topics in other content areas such as literature, history, and science.</p>	<p><u>Music</u></p> <p>A. Explore how the principles and subject matter of various disciplines outside the arts are interrelated with those of the arts disciplines.</p> <ol style="list-style-type: none"> <li>1. Prepare projects in other disciplines (social studies, literature, mathematics, science) each of which will concentrate on elements common to music and the other discipline.</li> </ol> <p><u>Theatre</u></p> <p>A. Determine how the non-dramatic art forms are modified to enhance theatrical production.</p> <ol style="list-style-type: none"> <li>1. Develop a performance piece incorporating several arts media (music, painting, dance).</li> </ol> <p>B. Describe the basic nature, materials, elements, and means of communicating in the various art forms.</p>

**Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.**

K-4 Students will:	BENCHMARKS 5-8 Students will:	9-12 Students will:
<p>C. Describe visual, aural, and kinetic elements in theatre, dramatic media</p> <p><u>Visual Arts</u></p> <p>A. Explore similarities and differences between characteristics of the visual arts and other arts disciplines.</p> <ol style="list-style-type: none"> <li>1. Compare and contrast emotional responses to specific pieces of art and music.</li> <li>2. Identify and explain the similarities and differences regarding concepts used in arts disciplines such as pattern, texture, symmetry and repetition.</li> <li>3. Demonstrate the perception of the relationships among the arts (music, theatre, dance, visual art).</li> </ol> <p>B. Identify and apply connections between the visual arts and other disciplines in the local curriculum.</p> <ol style="list-style-type: none"> <li>1. Use the same piece of original art to produce both a creative writing piece and an informative writing piece.</li> <li>2. Compare the ways in which repetition, contrast, balance, symmetry and pattern occur in content areas other than art.</li> <li>3. Talk about, practice or show understanding of the connection between visual art and the other content areas.</li> </ol>	<p>C. Express and compare personal reactions and audience reaction to a variety of art forms.</p> <p><u>Visual Arts</u></p> <p>A. Explore the characteristics of works in two or more arts disciplines that share similar subject matter, historical periods, or cultural contexts.</p> <ol style="list-style-type: none"> <li>1. Create a piece of art that incorporates two or more similar art forms with similar subject matter and historical and cultural contexts.</li> </ol> <p>B. Show ways in which principles and subject matter of other disciplines are interrelated with visual arts.</p> <ol style="list-style-type: none"> <li>1. Identify and explain the similarities and differences of concepts common to the visual arts and to other content areas.</li> </ol>	<p>C. Illustrate the integration of several arts media.</p> <ol style="list-style-type: none"> <li>1. In a theatrical performance show how a non-dramatic art form (i.e., music) could be used to enhance the expression of a particular emotion inherent in the script or performance.</li> </ol> <p><u>Visual Arts</u></p> <p>A. Create art work that demonstrates an understanding of the relationship between selected subjects, symbols, images and design concepts from specific historic and cultural contexts, science, and the humanities.</p> <ol style="list-style-type: none"> <li>1. Explore challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.</li> </ol> <p>B. Examine how specific works are created and how they relate to historical and cultural contexts.</p> <ol style="list-style-type: none"> <li>1. Include in portfolio form examples that demonstrate an understanding of art based on cross-discipline learning.</li> </ol>

## Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.

K-4 Students will:	<b>BENCHMARKS</b> 5-8 Students will:	9-12 Students will:
<p><u>Dance</u></p> <p>A. Explore, discover, and realize multiple solutions to a given movement problem.</p> <ol style="list-style-type: none"> <li>1. Through partner explorations (copying, leading and following/mirroring), experiment with various solutions to proposed movement problems. Compose two or more dance phrases which clearly demonstrate partner-oriented solutions to at least one stated problem/challenge.</li> </ol> <p>B. Create phrases through improvisation, working alone, with a partner, and in a group.</p> <p>C. Create dance sequences with a clearly defined beginning, middle and ending.</p> <ol style="list-style-type: none"> <li>1. Create and diagram dance sequences with a clearly defined beginning, middle and ending to reveal a basic understanding of this choreographic structure of composition with and without rhythmic accompaniment.</li> </ol>	<p><u>Dance</u></p> <p>A. Create a movement problem and demonstrate multiple solutions to the problem by applying the basic principles of dance.</p> <ol style="list-style-type: none"> <li>1. Dancers, working alone, with partners, or in groups, create/propose/ record a movement problem and respond by demonstrating multiple solutions to the stated problem by applying the basic principles of dance. Actively discuss among themselves and with others which solution was most interesting and why. Document (in dance journal, bulletin board, etc.) the outcome of this work.</li> </ol> <p>B. Work cooperatively with a partner to create visually interesting movement improvisations.</p> <ol style="list-style-type: none"> <li>1. Successfully demonstrate working cooperatively with a partner by creating contrasting and complementary shapes and/or taking and supporting weight, movement improvisations which are visually interesting. Observe and actively discuss and/or document what principles created the most visually interesting performance using the dance vocabulary.</li> </ol> <p>C. Work cooperatively in a small group to create choreography (creation of a structured dance sequence.)</p> <ol style="list-style-type: none"> <li>1. Illustrate through the choreographic process (forms of AB, ABA, canon, call and response and/or narrative), the cooperative ability to work effectively in a small group. Group members provide feedback and record their personal responses to working in the group (in dance journal, etc.).</li> </ol>	<p><u>Dance</u></p> <p>A. Develop and revise a dance over time.</p> <ol style="list-style-type: none"> <li>1. Create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions.</li> </ol> <p>B. Discuss and apply the choreographic principles and processes used in a variety of dance styles. Understand the use of improvisation to generate movement for choreography.</p> <ol style="list-style-type: none"> <li>1. Use improvisation to generate movement for choreography.</li> <li>2. Demonstrate understanding of structure or forms (such as palindrome, theme and variation, rondo, round, contemporary forms selected by the student) through brief dance studies.</li> </ol> <p>C. Be able to recognize and imitate a choreographic style.</p> <ol style="list-style-type: none"> <li>1. Choreograph a dance demonstrating an understanding of choreographic principles, processes, and structures based on a specific choreographic style.</li> <li>2. Formulate and answer their own aesthetic questions (such as, "What is it that makes a particular dance that dance before it becomes another dance?")</li> </ol>

**Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.**

K-4 Students will:	BENCHMARKS 5-8 Students will:	9-12 Students will:
<p><u>Music</u></p> <p>A. Improvise completion of a given rhythmic or melodic phrase.</p> <ol style="list-style-type: none"> <li>1. Demonstrate ability to improvise rhythmic and melodic phrase endings, ostinato patterns, and variations on familiar themes.</li> </ol> <p>B. Investigate a variety of sound sources for improvising short songs and instrumental pieces.</p> <ol style="list-style-type: none"> <li>1. Base a short composition on one or more improvisations, expanding and developing the composition as appropriate.</li> </ol> <p>C. Understand that there are multiple ways in which a phrase may be completed.</p> <ol style="list-style-type: none"> <li>1. Use non-traditional as well as traditional sound sources to create accompaniments, improvisations, and compositions.</li> </ol>	<p><u>Music</u></p> <p>A. Improvise completion of a given rhythmic or melodic phrase, giving attention to similarities of “question” and “answer” in length of phrase, meter, mood, etc.;</p> <ol style="list-style-type: none"> <li>1. To a given rhythm piece or melodic phrase, create a variety of solutions, and discuss the appropriateness of each.</li> </ol> <p>B. Discuss improvisations in relation to what makes them successful; and</p> <ol style="list-style-type: none"> <li>1. After demonstrating improvisational skills vocally and on classroom instruments, plan and create short group compositions.</li> </ol> <p>C. Compose short melodies and accompaniments.</p> <ol style="list-style-type: none"> <li>1. Use non-traditional sound sources as well as traditional instrumental and vocal sounds.</li> </ol>	<p><u>Music</u></p> <p>A. Define the significance of improvisation in performance and the compositional process;</p> <ol style="list-style-type: none"> <li>1. Develop a piece built on an earlier improvisation.</li> <li>2. Create a piece in which there is no repetition and discuss its merits.</li> <li>3. Create a piece in which there is no contrast and discuss its merits.</li> <li>4. Based on these exercises, discuss the role of unity in musical composition and create a piece that pays attention to all of these elements.</li> <li>5. Discuss possible sources of inspiration for compositions.</li> <li>6. Read the biographies of composers.</li> <li>7. Learn about commissioned works, especially for New Mexico Performance groups – operas, symphonies, etc.</li> </ol> <p>B. Demonstrate understanding of principles of repetition, contrast, and unity as compositional elements; and</p> <p>C. Explain how the roles of composers, performers, and others combine to produce a successful presentation.</p>

**Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.**

K-4 Students will:	<b>BENCHMARKS</b> 5-8 Students will:	9-12 Students will:
<p><u>Theatre</u></p> <p>A. Collaborate to design, plan, rehearse, and perform dramatizations.</p> <p>1. Plan, rehearse, and perform improvised classroom dramatizations in which students share the stage space in such a way that they can be seen and heard by the audience.</p>	<p><u>Theatre</u></p> <p>A. Explain the functions and interrelated nature of technical aspects of theatre (e.g. set/scenery, lighting, costumes, props, and make-up);</p> <p>1. Explain the roles of the playwrights, actors, designers and directors in their function as creative or interpretive artists and discuss how students have implemented their knowledge in each of those roles in classroom dramatizations.</p> <p>B. Collaborate to develop improvised and scripted scenes and evaluate effectiveness of student contributions; and</p> <p>C. Lead small groups in designing, planning, and rehearsing a variety of dramatizations.</p>	<p><u>Theatre</u></p> <p>A. Justify selection of texts, interpretation of texts, and artistic choices for production;</p> <p>1. Develop set, costume, properties, lighting, sound or make-up designs that are suitable to a production concept.</p> <p>B. Explain the roles and interrelated responsibilities of the various personnel involved in theatrical production; and</p> <p>1. Discuss the relationships and responsibilities of all personnel in the production staff hierarchy.</p> <p>C. Collaborate with designers, directors, and develop a unified production concept.</p>

## Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.

K-4 Students will:	<b>BENCHMARKS</b> 5-8 Students will:	9-12 Students will:
<p><u>Visual Arts</u></p> <p>A. Understand that works of art come from diverse personal and cultural experiences and inspirations.</p> <ol style="list-style-type: none"> <li>1. Research and discuss instances in which history and culture affected specific public art in the local community.</li> <li>2. Create and discuss works of art that express personal ideas, feelings, interests and values.</li> <li>3. Create artworks based on a range of individual and collective experiences.</li> </ol> <p>B. Develop appropriate methods of reflection and evaluation of art work.</p> <ol style="list-style-type: none"> <li>1. Use correct vocabulary to describe and discuss works of art.</li> <li>2. Describe at least two pieces of art in terms of similarities and differences of color, subject matter, personal reaction and historical setting.</li> <li>3. Show and tell what is meant by art and interpret meaning in others' artwork.</li> <li>4. Participate in a variety of reflective process (such as individual tasks, group discussions, journaling, portfolio and display).</li> </ol>	<p><u>Visual Arts</u></p> <p>A. Explore the influence of personal experiences, imagination and the dynamics of culture to works of art.</p> <ol style="list-style-type: none"> <li>1. Create art in which design elements and principles in conjunction with subject, themes and content are based on personal experiences to create meanings.</li> </ol> <p>B. Understand how the qualities and characteristics of various art, media, techniques, and processes influence the creative process to communicate experiences and ideas.</p> <ol style="list-style-type: none"> <li>1. Discuss specific instances in which culture influences art.</li> <li>2. Identify and describe the emotional connotations of the use and placement of design principles and elements in a particular piece of art.</li> <li>3. Describe orally or in written form a personal reaction to at least three pieces of art in different media.</li> <li>4. Demonstrate how the use of traditional and different media can convey meanings, (softness of pastels and watercolors, texture of collage, sparseness of wire, etc).</li> </ol>	<p><u>Visual Arts</u></p> <p>A. Use oral and written methods to express the introspective process used in creating personal artwork.</p> <ol style="list-style-type: none"> <li>1. Use the language of art criticism to explore and identify purposes for creating art.</li> <li>2. Explain the visual and other sensory qualities in art and nature and their relationship to the social environment.</li> <li>3. Investigate, analyze, and reflect on various writings, viewpoints and opinions about art.</li> </ol>

**Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.**

K-4 Students will:	<b>BENCHMARKS</b> 5-8 Students will:	9-12 Students will:
<p><u>Dance</u></p> <p>A. Use action and element vocabulary to discuss dance, and to identify examples from a short dance sequence.</p> <ol style="list-style-type: none"> <li>1. Discuss/describe the dance concepts vocabulary in active group participation. Observe a short dance sequence (live or recorded) and individually list/name the key action and elements parts performed. Assemble the list to create the top three to five key concepts recorded/observed by the group. Include all students to the extent possible.</li> <li>2. Observe, record and diagram two dances and decide how they are similar and different, using the dance vocabulary.</li> </ol> <p>B. Present dances to peers and discuss their meanings with competence and confidence.</p> <ol style="list-style-type: none"> <li>1. Present dances to peers with confidence and verbally identify and describe the action and elements concepts of the dance to illustrate the meanings to the observers. Observers respond verbally to the meanings of the dances using the dance concepts vocabulary.</li> </ol>	<p><u>Dance</u></p> <p>A. Identify possible criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety and contrast).</p> <ol style="list-style-type: none"> <li>1. Clearly list and identify ways to critique and evaluate dance performance, such as skill of performers, originality, visual, and/or emotional impact, variety and contrast, etc. Actively discuss and conclude as a group the aesthetic criteria to be used for class work critique which includes a commitment to utilizing the dance vocabulary. Post the positive criticism promise in classroom.</li> </ol> <p>B. Demonstrate constructive criticism in discussions of dance performances.</p>	<p><u>Dance</u></p> <p>A. Recognize and discuss a variety of rhythmic patterns, accents, and phrasing.</p> <ol style="list-style-type: none"> <li>1. Include all students to the extent possible.</li> </ol> <p>B. Interpret a dance based on personal experience.</p> <ol style="list-style-type: none"> <li>1. Include all students to the extent possible.</li> </ol> <p>C. Compare and contrast how meaning is communicated in dances.</p> <p>D. Develop a set of aesthetic criteria for evaluating dances.</p>

## Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.

K-4 Students will:	<b>BENCHMARKS</b> 5-8 Students will:	9-12 Students will:
<p><u>Music</u></p> <p>A. Identify simple music forms when presented aurally.</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and use of appropriate terminology when discussing music and music performance.</li> </ol> <p>B. Identify the sounds of more familiar instruments as well as treble and bass voices.</p> <ol style="list-style-type: none"> <li>1. Demonstrate differing personal reactions to music by discussing individual preferences and feelings about given pieces of music.</li> </ol> <p>C. Discuss responses and reactions to particular musical works using appropriate terminology.</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of relationship of music to everyday experiences by discussing life and times of various composers and the context within which given pieces of music were written.</li> </ol>	<p><u>Music</u></p> <p>A. Identify aural instrumental and voice classifications.</p> <ol style="list-style-type: none"> <li>1. Show relationships of length (strings, pipes, vocal cords) to pitch.</li> <li>2. Show differences in timbre according to materials instruments are made of.</li> </ol> <p>B. Compare and evaluate various musical works.</p> <ol style="list-style-type: none"> <li>1. Discuss and analyze music heard, both professionally made and student created, in relation to form, unity, variety, mode, mood, and other elements which may affect emotional response.</li> </ol> <p>C. Discuss criteria for making musical judgments.</p> <ol style="list-style-type: none"> <li>1. Discuss differences in individual response to music, exploring many possible solutions to the same musical problem.</li> </ol>	<p><u>Music</u></p> <p>A. Develop and apply specific criteria for making informed evaluations about the quality and effectiveness of musical performances.</p> <ol style="list-style-type: none"> <li>1. Discuss objective aesthetic criteria and apply them to a professional performance.</li> <li>2. Relate objective aesthetic criteria to classroom performance.</li> <li>3. Discuss subjective aesthetic criteria and apply them to professional and classroom performance.</li> <li>4. Explore subjective differences in aesthetic judgements, making sure that value judgments – good/bad – are not considered as aesthetic judgments.</li> </ol> <p>B. Analyze and explain the aesthetic qualities of a piece of music, how meaning is derived, and how music can evoke feelings and emotions.</p>

**Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.**

K-4 Students will:	<b>BENCHMARKS</b> 5-8 Students will:	9-12 Students will:
<p><u>Theatre</u></p> <p>A. Identify and describe visual, oral, aural, and kinetic elements of dramatic performances.</p> <p>1. Constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations along with means of improving the collaborative processes of planning, playing, responding, and evaluating.</p> <p>B. Explain how wants and needs of characters are different from their own.</p> <p>1. In class discussions or in writing, describe their emotional reactions to and personal preferences about a performance, relating their reactions to their sensory perceptions, personal experiences and knowledge of the subject or topic of the play.</p> <p>C. Explain emotional response, personal preferences and give constructive feedback about dramatic performances.</p>	<p><u>Theatre</u></p> <p>A. Express and compare personal reactions to dramatic performances.</p> <p>1. Describe in writing or verbally their sensory impressions and emotional reactions to various works of art and be able to justify their preferences.</p> <p>B. Describe and analyze the effect of publicity, support materials and physical environments on audience response and appreciation.</p> <p>C. Articulate and support meanings constructed from one's own and other dramatic performances.</p>	<p><u>Theatre</u></p> <p>A. Articulate and justify personal criteria for critiquing dramatic texts and events.</p> <p>1. Defend selection of a particular text, interpretations of said text and artistic choices for producing it.</p> <p>2. Articulate personal evaluation of dramatic work comparing perceived artistic intent with production achievement.</p> <p>B. Analyze and critique any dramatic performance comparing perceived artistic intent with final production achievement.</p> <p>1. Analyze and evaluate others' critical comments about personal work and demonstrate an ability to decide and explain which points are most appropriate to further development of the work.</p>

## Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.

K-4 Students will:	<b>BENCHMARKS</b> 5-8 Students will:	9-12 Students will:
<p><u>Visual Arts</u></p> <p>A. Understand how personal experiences influence the development of specific artworks.</p> <ol style="list-style-type: none"> <li>1. Discuss how the use of the elements of art can express moods and feelings in one's own art and in the work of others.</li> <li>2. Describe their own art and the work of others.</li> </ol> <p>B. Understand that there are different responses to specific artworks and respect those differences.</p> <ol style="list-style-type: none"> <li>1. Discuss the various possible reasons for selecting a particular media to convey messages in a piece of art.</li> <li>2. Make art which demonstrates the effect of personal experience.</li> </ol> <p>C. Reflect upon and assess the characteristics and merits of one's own artwork.</p> <ol style="list-style-type: none"> <li>1. Complete, discuss and display one's own works of art.</li> <li>2. Respond to constructive comments from others about one's own art.</li> </ol>	<p><u>Visual Arts</u></p> <p>A. Understand and distinguish multiple purposes and motivations for creating works of art.</p> <ol style="list-style-type: none"> <li>1. Demonstrate the use of the elements of art to express moods and feelings in one's own art and the art of others.</li> </ol> <p>B. Understand contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.</p> <ol style="list-style-type: none"> <li>1. Demonstrate how history, art and culture can influence each other in making and studying works of art.</li> </ol> <p>C. Access a variety of local, regional, state, and technical resources for observation and analysis of artworks.</p> <ol style="list-style-type: none"> <li>1. Visit museums and art displays in other community institutions (either on-site or through film, television, computers, video, slides or other electronic media).</li> </ol>	<p><u>Visual Arts</u></p> <p>A. Demonstrate knowledge of analytical processes to create critical aesthetic statements concerning selected works of art.</p> <ol style="list-style-type: none"> <li>1. Analyze works of art for diverse world cultures and discuss the ideas, issues and events of the culture that these works convey.</li> <li>2. Examine and analyze works of art and artifacts from diverse world cultures and place them in a cultural and historical context, using appropriate vocabulary.</li> </ol>

**Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.**

K-4 Students will:	<b>BENCHMARKS</b> 5-8 Students will:	9-12 Students will:
<p><u>Dance</u></p> <p>A. Explore folk dances from various local and world cultures and time periods.</p> <ol style="list-style-type: none"> <li>1. Perform with confidence and competence at least one folk dance from another culture and at least one from an American historical folk dance. Include all learners to the extent possible.</li> </ol> <p>B. Understand the effects that dance has had on cultures throughout time.</p> <ol style="list-style-type: none"> <li>1. Accurately answer questions about dance in a particular culture and time period.</li> </ol>	<p><u>Dance</u></p> <p>A. Perform and discuss folk and social dances from various local and world cultures and time periods.</p> <ol style="list-style-type: none"> <li>1. Competently perform folk and social dances from various local and world cultures and time periods which reflect similarities and differences in steps and movement styles. Include all learners to the extent possible.</li> </ol>	<p><u>Dance</u></p> <p>A. Demonstrate understanding in contemporary theatrical forms of dance.</p> <ol style="list-style-type: none"> <li>1. Discuss contemporary theatrical forms of dance.</li> </ol> <p>B. Understand the traditions and techniques of classical dance.</p> <ol style="list-style-type: none"> <li>1. Discuss the teaching and techniques of classical dance.</li> </ol> <p>C. Demonstrate knowledge of dance and dancers throughout history, including the 20<sup>th</sup> century.</p> <ol style="list-style-type: none"> <li>1. Analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media.</li> </ol>

**Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.**

K-4 Students will:	BENCHMARKS 5-8 Students will:	9-12 Students will:
<p><u>Music</u></p> <p>A. Identify and perform a varied repertoire from historical periods and diverse cultures with emphasis on the music and the cultures of NM.</p> <ol style="list-style-type: none"> <li>1. Perform music of various cultures and discuss same and different elements in each.</li> <li>2. Discuss how music of different cultures affects the listener in different ways.</li> </ol> <p>B. Explore the cultural context of music being studied.</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of music as a part of various human activity, military, religious, entertainment, etc.</li> </ol>	<p><u>Music</u></p> <p>A. Amplify and enhance cultural awareness of different ethnicities through related drama, poetry, dance, etc.</p> <ol style="list-style-type: none"> <li>1. Perform music from diverse cultures and explore ways in which it may be identified as belonging to a specific culture.</li> </ol> <p>B. Compare and contrast western and non-western music.</p> <ol style="list-style-type: none"> <li>1. Listen to music from various cultures , recognizing differences from that of student’s own culture. Discuss how such differences may have come about.</li> </ol> <p>C. Compare and contrast folk music with traditional and contemporary music.</p> <ol style="list-style-type: none"> <li>1. Perform music that illustrates particular historical and environmental contexts.</li> </ol>	<p><u>Music</u></p> <p>A. Identify well known musicians of various cultures and their prominent works.</p> <ol style="list-style-type: none"> <li>1. Explore ways in which different composers have incorporated styles of their cultures in their words.</li> <li>2. Perform music of different cultures, recognizing stylistic differences.</li> </ol> <p>B. Describe how folk music has been used as a basis for formal compositions.</p> <ol style="list-style-type: none"> <li>1. Develop a series of projects which show how folk music of other cultures has become a part of composed music, e.g., Bartok, Granados, Albéniz, etc.</li> </ol> <p>C. Identify and describe the role of music and musicians in various settings of New Mexico.</p> <ol style="list-style-type: none"> <li>1. Explore cultural performances, soloists and groups, in New Mexico.</li> <li>2. Identify other occupations involving music.</li> </ol>



**Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.**

K-4 Students will:	BENCHMARKS 5-8 Students will:	9-12 Students will:
<p><u>Dance</u></p> <p>A. Understand how lighting and costume can affect the meaning of dance.</p> <ol style="list-style-type: none"> <li>Through class discussion, observing live and recorded dance and other resources, name the various ways in which technical lighting and costume design contribute to and enhance the meaning and/or design of a dance.</li> </ol> <p><u>Music</u></p> <p>A. Examine how various instruments have evolved.</p> <ol style="list-style-type: none"> <li>Discuss how the development of various instruments relates to the environment, e.g., gourds to rattles, hollow logs to drums, reeds to wind instruments, etc.</li> <li>Discuss the development of musical instruments as an extension of the human body, e.g., higher and lower pitch than the human can produce; percussion instruments that grew out of expansion of body percussion.</li> </ol> <p>B. Use appropriate music software.</p> <ol style="list-style-type: none"> <li>Play musical games which foster notational and compositional skills.</li> </ol>	<p><u>Dance</u></p> <p>A. Describe the impact of video and film technology on the aesthetic experience and perception of dance.</p> <ol style="list-style-type: none"> <li>Observe the same dance both live and videotaped. Compare/contrast/diagram the aesthetic impact of the two observations in an active class discussion which concludes in written responses.</li> </ol> <p><u>Music</u></p> <p>A. Trace and discuss the evolution and use of various instruments.</p> <ol style="list-style-type: none"> <li>Explore the history of music instruments, listening to recordings of ancient instruments and comparing them to their modern counterparts.</li> </ol> <p>B. Discuss evolution and role of various ensembles.</p> <ol style="list-style-type: none"> <li>Study the symphony orchestra, opera, chamber music ensembles as they existed in 1750 (or at the time of the American Revolution, or other given date) and compare them to their modern counterparts.</li> </ol> <p>C. Explore the impact that video and other technologies have in relation to musical performances and to the perception of music.</p> <ol style="list-style-type: none"> <li>Listen to examples of music made on synthesizers.</li> <li>Experiment with tape loops.</li> <li>Use appropriate software to study pieces from various historical periods.</li> </ol>	<p><u>Dance</u></p> <p>A. Demonstrate how technology can reinforce, enhance, or alter dance ideas.</p> <ol style="list-style-type: none"> <li>Demonstrate how technology includes access for all students, either in participation or through observation.</li> </ol> <p>B. Discuss historical and contemporary images of the body and how these images have changed through the influence of contemporary media and technology.</p> <p><u>Music</u></p> <p>A. Understand how technology has influenced the composition and performance of music.</p> <ol style="list-style-type: none"> <li>Experiment with combinations of electronic and acoustic instruments.</li> <li>Use appropriate software to study analysis of great pieces of music.</li> </ol>



**Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.**

K-4 Students will:	BENCHMARKS 5-8 Students will:	9-12 Students will:
<p><u>Dance</u></p> <p>A. Share work with parents, school, and community through informal dance performances.</p> <p>1. Create a dance project to share with parents, school and/or community which reflect knowledge of at least three or more of the dance content standards (skill development, creative expression, academic connections, critical thinking skills, cultural/historical dance forms and technological aspects of dance education). Perform with confidence and competence to ensure a positive and successful experience for all.</p> <p>B. Attend local dance performances and cultural festivals and demonstrate appropriate audience behavior.</p> <p>1. Prepare for attendance at local dance performances and cultural festivals by discussing appropriate audience behaviors. List and describe activities which are appropriate of audience members and those which are not. Be able to distinguish between the behaviors through modeling. After the performance when re-grouped, evaluate themselves individually and as a class.</p>	<p><u>Dance</u></p> <p>A. Explore and identify dance resources in the local community.</p> <p>1. Locate dance resources in the community who may provide information and experiences to the group. Invite individuals to class and/or organize field trips to visit individuals in their facilities. Document these experiences and reflect upon the meaningful exchange of ideas. (What does the community offer in the arts/culture/dance and what can students offer to the arts/cultural/dance community?)</p> <p>B. Participate in informal community showings or dance workshops while demonstrating appropriate audience and stage behavior.</p>	<p><u>Dance</u></p> <p>A. Share dance abilities and knowledge with the community through formal and informal dance presentations.</p> <p>1. Present a dance to a community audience.</p>

**Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.**

K-4 Students will:	BENCHMARKS 5-8 Students will:	9-12 Students will:
<p><u>Music</u></p> <p>A. Model appropriate audience behavior at live concert performances.</p> <ol style="list-style-type: none"> <li>1. Attend a concert in the school or community and exhibit proper concert behavior.</li> </ol> <p>B. Participate in appropriate school programs.</p> <ol style="list-style-type: none"> <li>1. Perform, solo or ensemble, in appropriate school programs.</li> </ol> <p>C. Share and develop cultural experiences.</p> <ol style="list-style-type: none"> <li>1. Plan and perform a program around the holidays.</li> <li>2. Invite another school, a school in a nearby town, an Indian pueblo, etc. to participate in shared performances: one from your school, one from theirs.</li> </ol>	<p><u>Music</u></p> <p>A. Participate in appropriate programs at the school and in the community.</p> <ol style="list-style-type: none"> <li>1. Prepare and perform music to be shared with audiences in school and elsewhere in the community.</li> </ol> <p>B. Attend appropriate musical events.</p> <ol style="list-style-type: none"> <li>1. Explore resources for locating concerts and distribute information.</li> <li>2. Prepare a list of musical productions on television stations.</li> <li>3. Invite local artists to perform.</li> </ol>	<p><u>Music</u></p> <p>A. Share musical abilities with community as a performer and consumer of music.</p> <ol style="list-style-type: none"> <li>1. Plan and prepare programs that can be taken to service clubs, local events, other schools, etc.</li> <li>2. Attend and evaluate concerts in the community.</li> </ol>

**Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.**

K-4 Students will:	BENCHMARKS 5-8 Students will:	9-12 Students will:
<p><u>Theatre</u></p> <p>A. Identify and compare the various settings and reasons for creating dramas and attending various dramatic presentations.</p> <p>1. After attending a performance or viewing an exhibit or work of visual art, be able to identify and describe how the performance or work of art impacted their five senses, affected their emotions and made them think about things differently.</p> <p>B. Perform short informal dramatizations for small invited audiences of peers and/or parents.</p> <p>C. Attend and discuss age-appropriate dramatic presentations in the school and/or community.</p> <p>D. Demonstrate appropriate audience behavior.</p>	<p><u>Theatre</u></p> <p>A. Analyze the emotional and social impact of dramatic events in students' lives, communities and cultures.</p> <p>1. Research and analyze audience and community responses to dramatic production by conducting audience surveys and interviews, attending post-play discussion sessions, and reading reviews.</p> <p>B. Explain knowledge, skills and discipline needed to pursue careers and vocational opportunities in various theatrical media.</p> <p>C. Perform short improvised or scripted dramatizations for invited audiences of peers or parents.</p> <p>1. Explore special interests, talents, skills and job opportunities in theatrical activities through guest speakers, field trips, and participation in school, community and professional theatre activities.</p> <p>D. Attend and evaluate theatre productions in the school or community.</p>	<p><u>Theatre</u></p> <p>A. Explore the art of theatre through guest speakers, field trips, and participation in school, community, and professional theatre activities.</p> <p>1. Explain the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media.</p>

**Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.**

K-4 Students will:	BENCHMARKS 5-8 Students will:	9-12 Students will:
<p><u>Visual Arts</u></p> <p>A. Identify and describe visual arts in various artistic settings.</p> <ol style="list-style-type: none"> <li>1. Compare and contrast museum art and commercial art used in print advertising.</li> </ol> <p>B. Access museum, gallery, and public settings to increase awareness of art.</p> <ol style="list-style-type: none"> <li>1. Research and discuss at least two pieces of local public art in different media.</li> <li>2. Attend a community art exhibit and describe the theme of the exhibit and at least one piece of art.</li> </ol> <p>C. Contribute to community culture by exhibiting art work.</p> <ol style="list-style-type: none"> <li>1. Participate in school or community sponsored opportunities for art display.</li> </ol>	<p><u>Visual Arts</u></p> <p>A. Create an exhibit incorporating a variety of original art using different media.</p> <ol style="list-style-type: none"> <li>1. Participate in at least two art exhibits using art in a different medium for each exhibit.</li> </ol>	<p><u>Visual Arts</u></p> <p>A. Exhibit studio work in community-based exhibits.</p> <ol style="list-style-type: none"> <li>1. Develop commencement portfolios and skills of analysis that show proficiency in one or more media including skill in using computers and other electronic media.</li> </ol>

## Arts Glossary

### **Benchmarks**

A statement of what all students should know and be able to do in a content area by the end of designated grades or levels. The grade groupings used for this purpose are kindergarten-grade 4; grade 5-grade 8; and grade 9-grade 12 checkpoints for evaluating progress towards achieving the content standards.

### **Content Standards**

A broad description of the knowledge and skills students should acquire in a particular subject area.

### **Performance Standards**

Concrete examples and explicit definitions of what students have to know and be able to do to demonstrate that such students are proficient in the skills and knowledge framed in the content standards:

- degree or quality of student performance within content standards students are expected to achieve at grades K-4, 5-8, and 9-12; and
- how adept or competent a student demonstration must be to indicate attainment of the benchmarks on the way to the content standard.