

WYOMING FINE AND PERFORMING ARTS CONTENT AND PERFORMANCE STANDARDS

RATIONALE

Human culture is inseparable from the arts. From cave paintings to soaring music to YouTube, the arts cut across language and time to create connections between peoples. Current technology combined with ancient techniques gives students the opportunity to explore the arts and their world in new ways. Whether it is the play which makes us laugh while addressing issues of loyalty and family relationships, the painting documenting a joyous event, music that evokes patriotism or the cultural traditions portrayed through dance, the arts create community by serving as a primary medium for communicating ideas, emotion and meaning.

Students who are engaged in the arts develop critical habits of mind which serve them through their work in other disciplines and through life. The arts foster acceptance of diversity, independence and collaboration. Embedded in the arts is the experience of joy through creation, the opportunity to experiment, risk and persevere, and, above all, learning to deeply experience and see, hear, feel the world. The arts develop the whole child into a citizen prepared to meet the challenges of today's society.

A wide and growing body of research has emphasized the role of arts education in developing literacy, numeracy and self-awareness in children. Key characteristics taught through the arts such as risk taking, big-picture thinking, the ability to fail, persistence, creativity and problem solving are critical to workforce development. As the 21st century evolves, people with these leadership abilities will prove a powerful force in sustaining a global economy.

Fostering students' creativity is the foundation of the Wyoming State Fine and Performing Content and Performance Standards.

Why do we have Standards for the Fine and Performing Arts?

Standards ensure that all students in Wyoming receive a uniform and consistent art education and are prepared for success in and out of the classroom. The arts, like no other subject, offer students the opportunity to develop and apply thinking and motor skills across disciplines. The Fine and Performing Arts offer multiple pathways to experiencing the arts through:

- **Creating or performing.** At the heart of the standards is developing craft through disciplined practice, whether it is to draw, play an instrument, or bringing a character to life.
- **Aesthetic perception.** Beyond creating is both the ability to enjoy and think critically about the arts in all their varied forms.
- **Historical and cultural context.** The arts span time and culture, drawing us together through a universal language and distinguishing us by our art forms
- **Artistic connections.** Developing connections across disciplines and discovering the arts everywhere!

With the advent of the revised Wyoming Fine and Performing Arts Standards, there is a need for clarification on the implementation expectations for the standards and attendant assessments. While the standards reflect the desire for all Wyoming students to receive a uniform and consistent art education prepared for success in and out of the classroom, they do not presume that the revised standards in the four disciplines will be implemented at every grade level.

Each discipline, Dance, Music, Theatre and Visual Arts, has developed their own benchmarks, while recognizing foundational skills and knowledge through common standards. The Content and Performance Standards are organized by grade bands to provide specific guidance about what students need to know and be able to do at the end of 4th, 8th and 11th grades.

Splitting the disciplines into the new benchmarks supports the work of teachers and principals regarding what a quality program may look like in their buildings. The proposed benchmarks will guide teachers to understanding the critical components of arts instruction that will support the growth of students' knowledge, skill, and interest in a particular arts discipline; however, the committee recognizes that districts may not offer all disciplines associated with the arts. Therefore, it is the intent that the standards for each discipline be applied only for the Fine and Performing Arts courses offered within a district but every district will provide a Fine and Performing Arts program.

They do not dictate curriculum or teaching methods. Teachers ensure students achieve standards by using a variety of instructional strategies based on their students needs. Fostering students' creativity is the foundation of the Wyoming State Fine and Performing Content and Performance Standards.

What is new in the Fine and Performing Arts Standards?

For the first time in the Wyoming Fine and Performing Arts Content and Performance Standards, the four disciplines have the opportunity to express their crucial content and skills in language congruent with the national standards of the field. Each discipline, Dance, Music, Theatre and Visual Arts, has developed their own benchmarks, while recognizing foundational skills and knowledge through common standards. The Content and Performance Standards are organized by grade band to provide specific guidance about what students need to know and be able to do at the end of 4th, 8th and 11th grades. Splitting the disciplines into the new benchmarks supports the work of teachers and principals regarding what a quality program may look like in their buildings. The proposed benchmarks will guide teachers to understanding the critical components of arts instruction that will support the growth of students' knowledge, skill, and interest in a particular arts discipline.

Organization of Standards

The Wyoming Fine and Performing Arts Content and Performance Standards define what students should know and be able to do in their study of the arts. They do not dictate curriculum or teaching methods. Teachers ensure students achieve standards by using a variety of instructional strategies based on their students needs.

The following terms are used in this document:

Grade Span: A consecutive range of grades which align with students' developmental needs and the instructional organization of Wyoming schools.

Standard: A general strand of fine and performing arts content and processes that students are expected to know and be able to do.

Cluster: A group of related benchmarks (dance, music, theatre, and visual arts)

Benchmark: Statement of what a student should know and do at the end of a grade span or high school content area. Benchmarks form a continuum through which students can become successful in reaching a specific standard.

Standards Coding: The standards are coded for ease of identification and recording by **Content & Grade Level, Standard, Cluster and Benchmark** as in the following examples:

FPA 4.1.A.1 stands for: (Content and Grade Span) **Fine and Performing Arts Grade Span K-4**. (Standard Number) **1**. (Cluster) **Visual Arts**. (Benchmark) **1**

FPA 11.3.T.2 stands for: (Content and Grade Span) **Fine and Performing Arts Grade Span 9-11**. (Standard Number) **3**. (Cluster) **Theatre**. (Benchmark) **2**

Performance Level Descriptors: These statements help teachers judge where students are performing in relation to the standards. They describe student performance at various levels of proficiency. To consider a standard as “met”, students are required to perform at the “proficient” level. A general definition of each level is provided below.

Advanced: Superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.

Proficient: Satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.

Basic: Marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.

Performance Level Descriptors - Fine and Performing Arts

Content level descriptors describe the performance expectations for students working in the fine and performing arts. They provide students, parents and teachers a set of expectations for different levels of performance. Content level performance descriptors are intentional broad, addressing the knowledge and skills specific to the discipline of fine and performing arts, as well as the expected cognitive depth students must demonstrate at each performance level.

Advanced: Students at the advanced performance level, engage in the creative process to

- Envision artistic works, demonstrating persistence and craftsmanship while applying skills and knowledge to create or perform work
- Reflect upon and communicate the meaning and purpose of artistic works
- Reflect on their observations and knowledge to interpret and evaluate artistic works
- Analyze and reflect upon the historical and cultural context of the arts and
- Synthesize the arts, other disciplines and the communities in which they live

Proficient: Students at the proficient performance level, engage in the creative process to

- Persistently apply skills and knowledge to create or perform artistic works
- Communicate the meaning and purpose of artistic works
- Make observations about and interpret artistic works
- Analyze the historical and cultural context of the arts and
- Explain connections between arts, other disciplines and the communities in which they live

Basic: Students at the basic performance level, through the creative process,

- Apply skills and knowledge to create or perform artistic works
- Make observations and communicate about artistic works
- Recognize that the arts have a historical and cultural context and

- Identify connections between arts, other disciplines and the communities in which they live

* Note: No performance level descriptor is written for “below basic.”

Visual Art

Standard 1: Creative Expression Through Production: Students create, perform, exhibit or participate in the arts.

| K-4 | 5-8 | 9-11 |
|--|---|---|
| FPA4.1.A.1: Students create and revise original art to express ideas, experiences and stories | FPA 8.1.A.1: Students create and revise original art to express ideas, experiences and stories | FPA 11.1.A.1: Students conceptualize, create and revise original art to express ideas, experiences and stories |
| FPA 4.1.A.2: Students investigate and apply a variety of materials, resources, technologies and processes to communicate experiences and ideas through art. | FPA 8.1.A.2: Students select and recognize qualities and characteristics of art media, techniques, technologies and processes to communicate their experiences and ideas through art | FPA 11.1.A.2: Students envision, create, communicate experiences and ideas, and work toward artistic goals through use of media, techniques, technologies, and processes |
| FPA 4.1.A.3: Students apply the elements and principles of design to their artwork | FPA 8.1.A.3: Students analyze the use of the elements and principles of design in their artwork | FPA 11.1.A.3: Students plan and create artistic works based on use of design elements and principles |
| FPA 4.1.A.4: Students collaborate with others in creative artistic processes | FPA 8.1.A.4: Students collaborate with others in creative artistic processes | FPA 11.1.A.4: Students collaborate with others in creative artistic processes |
| FPA 4.1.A.5: Students use art materials and tools in a safe and responsible manner | FPA 8.1.A.5: Students use art materials and tools in a safe and responsible manner | FPA 11.1.A.5: Students use art materials and tools in a safe and responsible manner |
| FPA 4.1.A.6: Students complete and exhibit their artwork | FPA 8.1.A.6: Students prepare and exhibit their artwork | FPA 11.1.A.6: Students select, prepare and exhibit their artwork and explain their choice(s) |

Visual Art

Standard 2: Aesthetic Perception:

Students respond to, analyze, and make informed judgments about the arts.

| K-4 | 5-8 | 9-11 |
|--|--|---|
| FPA 4.2.A.1: Students observe and describe in detail the physical properties of works of art | FPA 8.2.A.1: Students observe and describe in detail the physical properties of works of art | FPA 11.2.A.1: Students observe and describe in detail the physical properties of works of art |
| FPA 4.2.A.2: Students respond to art, using vocabulary that describes subjects, themes and symbols | FPA 8.2.A.2: Students interpret art, identifying subjects, themes and symbols that communicate their knowledge of context, values and meaning | FPA 11.2.A.2: Students interpret and analyze the intentions of artists through themes, subjects and symbols. Students question and explore the implications of the artists' various purposes |
| FPA 4.2.A.3: Students describe works of art using the language of artistic elements and principles. | FPA 8.2.A.3: Students describe and analyze works of art using the language of artistic elements and principles | FPA 11.2.A.3: Students state preferences for individual works of art and provide rationale for those preferences based on an analysis of artistic elements and principles |
| FPA 4.2.A.4: Students explain their preference for specific works | FPA 8.2.A.4: Students form and defend their preferences for artists and specific works | FPA 11.2.A.4: Students form and defend their preferences for artists, specific works and styles |

Visual Art

**Standard 3: Historical and cultural context:
Students demonstrate an understanding of the arts
in relation to history, cultures, and contemporary society.**

| K-4 | 5-8 | 9-11 |
|---|---|---|
| FPA 4.3.A.1: Students know that the visual arts have both a history and specific relationships to various cultures | FPA 8.3.A.1: Students know, identify and compare the characteristics of works of art from various environments, eras and cultures | FPA 11.3.A.1: Students differentiate among a variety of historical, environmental and cultural contexts in terms of characteristics and purposes of works of art |
| FPA 4.3.A.2: Students identify specific works of art as belonging to particular cultures, times, and environments | FPA 8.3.A.2: Students describe and place a variety of art objects in historical, environmental and cultural contexts | FPA 11.3.A.2: Students describe the function and explore the meaning of specific art objects within varied cultures, eras, and environments |
| FPA 4.3.A.3: Students understand that history, environment, culture, and the visual arts can influence each other | FPA 8.3.A.3: Students analyze, describe, and relate how factors of culture, time and environment influence visual characteristics that give meaning and value to a work of art | FPA 11.3.A.3: Students analyze relationships of works of art to one another in terms of history, aesthetics, environment, and culture and place their work within the continuum of the visual arts |

Visual Art

Standard 4: Artistic Connections:

Students relate the arts to other disciplines, careers and everyday life.

| K-4 | 5-8 | 9-11 |
|---|---|--|
| FPA 4.4.A.1: Students identify connections between the visual arts and other disciplines in the curriculum | FPA 8.4.A.1: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts | FPA 11.4.A.1: Students synthesize the creative and analytical processes and techniques of the visual arts and other disciplines |
| FPA 4.4.A.2: Students identify careers and recreational opportunities in the visual arts | FPA 8.4.A.2: Students explore visual arts careers and recreational opportunities and investigate the artistic skills needed for those opportunities | FPA 11.4.A.2: Students identify artistic skills and determine how they apply to a variety of careers and recreational opportunities |
| FPA 4.4.A.3: Students recognize visual artists in their family and community and explore how these artists create their work | FPA 8.4.A.3: Students recognize the role of visual artists in their culture and investigate how these artists create their work | FPA 11.4.A.3: Students analyze the contributions that art and visual artists make to their local community and contemporary society |
| FPA 4.4.A.4: Students demonstrate appropriate behavior in a variety of art settings | FPA 8.4.A.4: Students demonstrate appropriate behavior in a variety of art settings | FPA 11.4.A.4: Students demonstrate appropriate behavior in a variety of art settings |

Dance

Standard 1: Creative Expression Through Production: Students create, perform, exhibit or participate in the arts.

| | | |
|---|--|--|
| FPA4.1.D.1: Students explore isolated and coordinated dance movement with body awareness | FPA8.1.D.1: Students demonstrate and explain isolated and coordinated dance movements with body awareness and intent | FPA11.1.D.1: Students analyze and evaluate a wide range of isolated and coordinated dance movements with body awareness and intent |
| FPA4.1.D.2: Students practice and demonstrate balance, coordination, strength and range of motion in basic locomotor and nonlocomotor/axial movements, moving in a variety of directions | FPA8.1.D.2: Students perform movements with an understanding of alignment, balance, initiation of movement, range of motion, weight shift, elevation and landing, fall and recovery | FPA11.1.D.2: Students refine movement skills and evaluate alignment, balance, initiation of movement, range of motion, weight shift, elevation and landing, fall and recovery |
| FPA4.1.D.3: Students demonstrate the elements of dance, including shape, level, pathway, spatial awareness, and energy/movement quality | FPA8.1.D.3: Students apply and analyze the elements of dance in their own and others performance | FPA11.1.D.3: Students apply and evaluate the elements of dance in their own and others performance |
| FPA4.1.D.4: Students demonstrate the ability to dance to a musical phrase, responding to dynamic changes | FPA8.1.D.4: Students understand and perform musical phrasing | FPA11.1.D.4: Students phrase movement artistically and musically and explain their choices |
| FPA4.1.D.5: Students demonstrate a sequence of movements, remember them in a short phrase and identify the beginning, middle and end | FPA8.1.D.5: Students perform multiple movement phrases to demonstrate different choreographic structures and forms. Students explain the choreographic structures they performed. | FPA11.1.D.5: Students choreograph a dance using recognized structures and forms; students critique the use of choreographic structures and forms in a specific dance. |
| FPA4.1.D.6: Experience the use of technology with dance | FPA8.1.D.6: Explore and discuss ways of using technologies with dance | FPA11.1.D.6: Explore and use technology with dance. |
| FPA4.1.D.7: Students independently create and perform movements to express images, ideas, intent, situations and feelings | FPA8.1.D.7: Students use improvisation and revision to choreograph to communicate images, ideas, intent, situations or feelings | FPA11.1.D.7: Students synthesize elements of dance and choreography to communicate a coherent idea in a performance |

Dance

Standard 2: Aesthetic Perception:

Students respond to, analyze, and make informed judgments about the arts.

| | | |
|---|--|---|
| FPA4.2.D.1: Students observe and discuss how dance is similar to and different from other forms of human movement | FPA8.2.D.1: Students explain how different kinds of movement impact meaning and interpretation of artistic choices | FPA11.2.D.1: Students interpret and analyze themes and symbolic movements in a dance performance |
| FPA4.2.D.2: Students observe or perform dance and discuss observations in relation to personal context. | FPA8.2.D.2: Students observe or perform dance and discuss the main ideas of the dance, articulating emotional and kinesthetic responses in relation to personal context. | FPA11.2.D.2: Students observe and critique performance of dance, based on their intellectual, kinesthetic and emotional response to the performance |
| FPA4.2.D.3: Students observe and use dance terminology to describe how elements of dance contribute to a performance | FPA8.2.D.3: Students use dance terminology to analyze how technical, organizational and dance elements contribute to the ideas, aesthetic quality, and impact of the performance. | FPA11.2.D.3: Students use dance terminology to analyze how technical, organizational and dance elements contribute to the ideas, aesthetic quality, and impact of the performance. |
| FPA4.2.D.4: Students observe and describe how production elements contribute to a performance | FPA8.2.D.4: Students discuss how production elements contribute to the ideas and impact of the performance | FPA11.2.D.4: Students evaluate how production elements contribute to the ideas, aesthetic quality, and impact of the performance. |

Dance

Standard 3: Historical and cultural context:
Students demonstrate an understanding of the arts
in relation to history, cultures, and contemporary society.

| | | |
|--|--|---|
| FPA4.3.D.1: Students observe, practice, perform and respond to dances from their community and different cultures | FPA8.3.D.1: Students explain how values and beliefs are reflected in dance in their community and in different cultures | FPA11.3.D.1: Students analyze the role of dance in reflecting the values and beliefs of various societies |
| FPA4.3.D.2: Students observe or perform historical movements or dances | FPA8.3.D.2: Students investigate historical events and periods and their influence on dance | FPA11.3.D.2: Students analyze the relationships between historical events and the development of dance. |
| FPA4.3.D.3: Students recognize that people create and perform dance differently. Observe or perform and compare multiple dance genres | FPA8.3.D.3: Students compare and contrast choreography from a variety of styles of dance | FPA11.3.D.3: Students analyze the contributions of selected dance artists to various styles of dance and how they have used materials, inventions and technologies in their work |
| FPA4.3.D.4: Students recognize dancers in their family and community and explore how these artists create their work | FPA8.3.D.4: Students recognize the role of dancers in their community and investigate how these artists create their work | FPA11.3.D.4: Students analyze the contributions that dance and its artists make to their local community |

Dance

Standard 4: Artistic Connections:

Students relate the arts to other disciplines, careers and everyday life.

| | | |
|---|---|--|
| FPA4.4.D.1: Students explore a concept or idea from another discipline through movement | FPA8.4.D.1: Students cite examples of concepts common between dance and other disciplines | FPA11.4.D.1: Students identify and explain commonalities and differences between dance and other disciplines |
| FPA4.4.D.2: Students identify careers and recreational opportunities in dance | FPA8.4.D.2: Students understand the relationships between various careers in and related to dance | FPA11.4.D.2: Students identify how dance skills and experiences support and apply to a variety of careers and recreational opportunities |
| FPA4.4.D.3: Students explain how healthy practices enhance their ability to dance | FPA8.4.D.3: Students identify personal goals to improve themselves as dancers and the steps they are taking to reach those goals | FPA11.4.D.3: Students understand how media and social environment affect a dancer. Students analyze strategies to maintain personal health and well-being through dance |
| FPA4.4.D.4: Students are attentive and respond appropriately to vocal, musical, social or observed cues. | FPA8.4.D.4: Students are attentive and respond appropriately to vocal, musical, social or observed cues. | FPA11.4.D.4: Students are attentive and respond appropriately to vocal, musical, social or observed cues. |
| FPA4.4.D.5: Students recognize how dance opportunities are supported in the community | FPA8.4.D.5: Students understand the economics of dance, including the role of advocacy and philanthropy | FPA11.4.D.5: Students analyze the economics of dance including the role of management, patronage, philanthropy and advocacy |

Music

Standard 1: Creative Expression Through Production: Students create, perform, exhibit or participate in the arts.

| K-4 | 5-8 | 9-11 |
|---|---|--|
| FPA4.1.M.1: Students develop basic musicianship through practice, rehearsal and revision | FPA8.1.M.1: Students demonstrate musicianship through individual practice, rehearsal and revision | FPA11.1.M.1: Students refine musicianship through individual practice, rehearsal, revision and performance |
| FPA 4.1.M.2: Students perform independently and with others a varied repertoire of music, developing pitch accuracy, rhythm, posture, dynamics, and steady beat. | FPA 8.1.M.2: Students perform independently and with others a varied repertoire of music, demonstrating correct posture, playing position, breath control, dynamics, intonation, range and tone quality. | FPA 11.1.M.2: Students perform independently and with others a varied repertoire of music, refining musicianship and technical accuracy. |
| FPA4.1.M.3: Students improvise simple rhythms, melodies and accompaniments using a variety of traditional and non-traditional sounds | FPA8.1.M.3: Students improvise rhythms, melodies and accompaniments within a consistent style, meter, and tonality | FPA11.1.M.3: Students improvise rhythms, melodies and accompaniments within a consistent style, meter, and tonality, and discuss their musical choices |
| FPA 4.1.M.4: Students create music using a variety of traditional and non-traditional sound sources | FPA 8.1.M.4: Students compose and arrange music within specified guidelines | FPA 11.1.M.4: Students compose and arrange music within specified guidelines, demonstrating creativity in using the elements of music for expressive effect |
| FPA 4.1.M.5: Students read and notate simple rhythm, dynamics and pitch notation | FPA 8.1.M.5: Students develop musical literacy through reading, sightreading and notating music | FPA 11.1.M.5: Students demonstrate musical literacy through reading, sightreading and notating music |

Music

Standard 2: Aesthetic Perception:

Students respond to, analyze, and make informed judgments about the arts.

| K-4 | 5-8 | 9-11 |
|---|---|--|
| FPA4.2.M.1 Students use appropriate terminology to identify simple forms and the timbres of a variety of instruments and voices. | FPA8.2.M.1 Students apply appropriate terminology in the analysis of compositional devices and techniques used in a musical work | FPA11.2.M.1 Students analyze compositional devices and techniques used in a musical work and give examples of other works that make similar uses of these devices and techniques |
| FPA4.2.M.2 Students respond to aural examples by moving to and describing music of various styles | FPA8.2.M.2 Students respond to aural examples by describing musical elements of a varied repertoire of music | FPA11.2.M.2 Students respond to aural examples by evaluating musical elements and expressive devices of a varied repertoire of music |
| FPA4.2.M.3 Students explore criteria and discuss the quality of their own and others' performances and improvisations | FPA8.2.M.3 Students discuss criteria and evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, or improvisations | FPA11.2.M.3 Students apply criteria in evaluating their own and others' performances, compositions, arrangements, or improvisations by comparing and contrasting them to similar or exemplary models. |
| FPA4.2.M.4 Students explain their preferences for specific musical works and genres | FPA8.2.M.4 Students form and defend their preferences for musicians, musical works and genres | FPA11.2.M.4 Students form and defend their preferences for musicians, musical works and genres |

Music

**Standard 3: Historical and cultural context:
Students demonstrate an understanding of the arts
in relation to history, cultures, and contemporary society.**

| K-4 | 5-8 | 9-11 |
|--|--|--|
| FPA4.3.M.1: Students identify by genre or style examples of music from various historical periods and cultures | FPA8.3.M.1: Students describe distinguishing characteristics of musical genres or styles from various historical periods and cultures | FPA11.3.M.1: Students classify, by genre or style and by historical period or culture, unfamiliar music and explain the reasoning behind their classifications |
| FPA4.3.M.2: Students listen to a varied repertoire of music and explore the historical and cultural significance | FPA8.3.M.2: Students listen to a varied repertoire of music and explain the characteristics that cause a work to be considered historically or culturally significant | FPA11.3.M.2: Students listen to a varied repertoire of music, emphasizing American music, and analyze the characteristics that cause a work to be considered historically or culturally significant |
| FPA4.3.M.3: Students identify the purposes of music, roles of musicians, and environments in which music is performed in their daily lives and other world cultures | FPA8.3.M.3: Students compare the purposes of music, roles of musicians, and environments in which music is typically performed in a variety of world cultures | FPA11.3.M.3: Students evaluate the various purposes of music, select music for a specific purpose, and defend their choice |

Music

Standard 4: Artistic Connections:

Students relate the arts to other disciplines, careers and everyday life.

| K-4 | 5-8 | 9-11 |
|---|---|---|
| FPA4.4.M.1: Students demonstrate safe, responsible and appropriate behavior in a variety of musical settings | FPA8.4.M.1: Students demonstrate safe, responsible and appropriate behavior in a variety of musical settings | FPA11.4.M.1: Students demonstrate safe, responsible and appropriate behavior in a variety of musical settings |
| FPA4.4.M.2: Students identify similarities and differences between other disciplines and music | FPA8.4.M.2: Students describe ways in which other disciplines are interrelated with music | FPA11.4.M.2: Students examine the creative and analytical processes of music in relationship to other disciplines |
| FPA4.4.M.3: Students explore careers, cultural and recreational opportunities in music | FPA8.4.M.3: Students develop an awareness of careers, cultural and recreational opportunities in music | FPA11.4.M.3: Students identify how musical skills and dispositions are applied to careers, cultural and recreational opportunities |
| FPA4.4.M.4: Students recognize how musical opportunities are supported in the community | FPA8.4.M.4: Students discuss the economics of music, including the role of advocacy | FPA11.4.M.4: Students analyze the economics of music including the role of management, patrons, philanthropy and advocacy |

Theatre

Standard 1: Creative Expression Through Production: Students create, perform, exhibit or participate in the arts.

| K-4 | 5-8 | 9-11 |
|---|--|--|
| FPA4.1.T.1: Students create and perform to express ideas through the use of movement, sound and language | FPA8.1.T.1: Students perform in a theatrical setting | FPA11.1.T.1: Students perform in a theatrical setting using a variety of dramatic styles. |
| FPA4.1.T.2: Students explore the expression of an idea through the creative use of available materials and resources | FPA8.1.T.2: Students create for a theatrical setting using technical theatre skills | FPA11.1.T.2: Students design and create for a theatrical setting using a variety of technical theatre skills and technologies |
| FPA4.1.T.3: Students develop self-discipline through practice and memorization | FPA8.1.T.3: Students improve theatrical skills and self-discipline through rehearsal, practice, and memorization. | FPA11.1.T.3: Students refine theatrical skills and self-discipline through rehearsal, practice, memorization and revision |
| FPA4.1.T.4: Students develop collaborative skills through the creative dramatic process | FPA8.1.T.4: Students apply collaborative skills in the creative dramatic process | FPA11.1.T.4: Students apply collaborative skills to create and critique theatrical works |
| FPA4.1.T.5: Students imagine and describe characters, plots and settings | FPA8.1.T.5: Students explore character and theme within a dramatic piece | FPA11.1.T.5: Students research characters, themes, and historical events to support the creation of theatrical productions |
| | FPA8.1.T.6: Students understand the role of a script in a production | FPA11.1.T.6: Students use a script to inform their performances and technical theatre designs |

Theatre

Standard 2: Aesthetic Perception:

Students respond to, analyze, and make informed judgments about the arts.

| | | |
|---|--|---|
| FPA4.2.T.1: Students view and discuss a live performance | FPA8.2.T.1: Students view and analyze a live performance including articulating emotional responses to the performance | FPA11.2.T.1: Students view and critique a live performance, including responses to the intellectual and emotional effects of the performance |
| FPA4.2.T.2: Students observe and describe how theatrical elements contribute to a live performance | FPA8.2.T.2: Students observe and analyze how technical, organizational and theatrical elements contribute to the ideas, aesthetic quality, and impact of the theatrical form. | FPA11.2.T.2: Students observe and evaluate how technical, organizational and theatrical elements contribute to the ideas, aesthetic quality, and impact of the theatrical form. |
| FPA4.2.T.3: Students describe subjects, themes and symbols of a dramatic work using basic theatrical terminology | FPA8.2.T.3: Students interpret dramatic works, identifying subjects, themes, artistic choices and symbols that communicate their knowledge of context, values and meaning through use of theatrical terminology | FPA11.2.T.3: Students interpret and analyze the intentions and artistic choices of dramatic artists through themes, subjects and symbols through use of theatrical terminology. Students question and explore the implications of the dramatic artists' various purposes |
| FPA4.2.T.4: Students explain their personal preference for dramatic works. | FPA8.2.T.4: Students explain personal preferences for dramatic works and styles through the influence of personal experiences | FPA11.2.T.4: Students form and defend preferences for specific theatrical works using a rationale based on an analysis of theatrical elements, and personal experiences. |
| FPA4.2.T.5: Students read and understand a simple script | FPA8.2.T.5: Students read and analyze a script | FPA11.2.T.5: Students read, analyze and evaluate scripts |

Theatre

Standard 3: Historical and cultural context:
Students demonstrate an understanding of the arts in relation
to history, cultures, and contemporary society.

| K-4 | 5-8 | 9-11 |
|--|---|---|
| FPA4.3.T.1: Students explore dramatic works belonging to various cultures, times, and places. | FPA8.3.T.1: Students investigate dramatic works as belonging to various cultures, times, and places. | FPA11.3.T.1: Students analyze dramatic works and distinguishing features from a variety of cultures and historical periods |
| | FPA8.3.T.2: Students explain how history, culture and theatre influence each other. | FPA11.3.T.2: Students examine the role and development of the theatre arts in a variety of cultures and historical periods |
| | | FPA11.3.T.3 Students evaluate how a work of theatre impacts and is influenced by authorial, social, cultural and historical contexts |

Theatre

Standard 4: Artistic Connections:

Students relate the arts to other disciplines, careers and everyday life.

| K-4 | 5-8 | 9-11 |
|---|---|---|
| FPA4.4.T.1: Students demonstrate appropriate etiquette in a variety of theatrical settings | FPA8.4.T.1: Students demonstrate appropriate etiquette in a variety of theatrical settings | FPA11.4.T.1: Students demonstrate appropriate etiquette in a variety of a theatrical settings |
| FPA4.4.T.2: Students develop and practice safe and responsible behavior in theatrical spaces | FPA8.4.T.2: Students demonstrate and practice safe and responsible behavior in theatrical spaces | FPA11.4.T.2: Students model and practice safe and responsible behavior in theatrical spaces |
| FPA4.4.T.3: Students identify connections between theatre and other disciplines | FPA8.4.T.3: Students describe ways in which the principles and subject matter of theatre are interrelated with other disciplines | FPA11.4.T.3: Students connect the creative and analytical processes and techniques of theatre with other disciplines, and understand how theatre influences and enhances other disciplines |
| FPA4.4.T.4: Students identify careers and recreational opportunities in theatre | FPA8.4.T.4: Students explore careers and recreational opportunities utilizing theatrical skills | FPA11.4.T.4: Students identify theatrical skills and determine how they apply to a variety of careers and recreational opportunities |
| FPA4.4.T.5: Students recognize theatre artists in their family and community and explore how these artists create their work | FPA8.4.T.5: Students recognize the role of theatre artists in their culture and investigate how these artists create their work | FPA11.4.T.5: Students analyze the contributions that theatre and its artists make to their local community and contemporary society |
| FPA4.4.T.6: Students recognize how theatre opportunities are supported in the community | FPA8.4.T.6: Students understand the economics of the theatre, including the role of advocacy and philanthropy | FPA11.4.T.6: Students analyze the economics of theatre including the role of management, patronage, philanthropy and advocacy |

Grades K-12 Common Core State Standards Literacy Component

K-5: To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts.

K-5: To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

6-12: To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries

6-12: For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt.

It is important to note that these Reading/Writing standards are meant to complement the specific content demands of the discipline, not replace them.

For further examination of the Literacy Component in the Common Core State Standards:

<http://www.corestandards.org/the-standards/english-language-arts-standards/science-technical/introduction/>