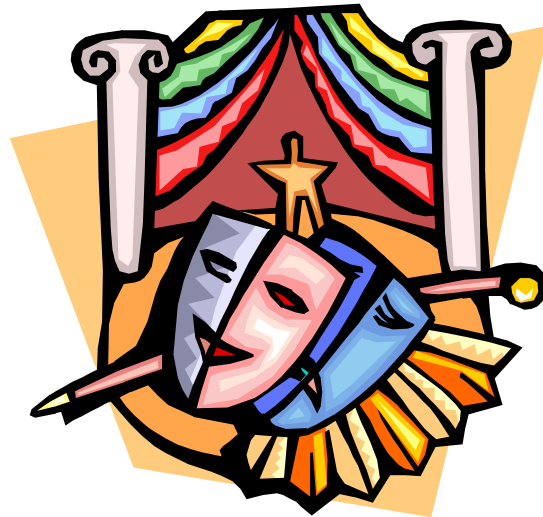


Performing Arts Curriculum Guide

K-12

2008



Littleton Public Schools
5776 S. Crocker St.
Littleton, CO 80120

PERFORMING ARTS

Table of Contents

Philosophical Assumptions	
Optional Preschool.....	1
Grades K/1	6
Grades 2/3	11
Grades 4/5	16
Band Level 1 (6-7).....	21
Band Level 2 (8-10).....	27
Band Level 3 (11-12).....	33
Choir Level 1	39
Choir Level 2.....	45
Choir Level 3.....	51
Jazz Band Level 1 (6-9)	57
Jazz Band Level 2 (10-12)	63
Orchestra Level 1	69
Orchestra Level 2.....	74
Orchestra Level 3.....	80
Music Appreciation.....	86
Music Theory HS.....	88
Theatre-Acting I.....	92
Theatre-Acting II.....	94
Theatre Company	97
Theatre Drama History and Literature.....	100
Theatre Intro to Theatre	101
Theatre Stagecraft	103

PERFORMING ARTS

2008

Acknowledgements

Elementary Performing Arts Teachers revised the learner objectives and developed essential learnings K-5

Secondary Performing Arts Teachers developed essential learnings 6-12

The following Performing Arts teachers contributed to refine the revisions:

Theresa Derr	Centennial Academy of Fine Arts
Ann Carlson	Peabody Elementary
Sarah Fincham	Sandburg Elementary
Angela Gregory	Whitman Elementary
Thomas Kielemeyer	Ames/Hopkins Elementary
Curtis Waibel	Runyon Elementary
Bruce Fox	Newton Middle School
Carla McWilliams	Euclid Middle School
Kathie Summers	Powell Middle School
Kevin Keena	Heritage High School
Kryssi Martin	Littleton High School
Sheresa Wilbanks	Heritage High School

PERFORMING ARTS Philosophical Assumptions

“The arts have a unique ability to communicate the ideas and emotions of the human spirit. Connecting us to our history, our traditions, and our heritage, the arts have a beauty and power unique in our culture.” *The Value and Quality of Arts Education* p.1 of 3.

The Littleton Public Schools Performing Arts curriculum encompasses the study of music, theatre, and expressive movement through active participation, performance and assessment. In alignment with National and State Standards that identify the Arts as a core subject, the Performing Arts:

- engage a student’s imagination
- facilitate communication and self-expression through the interpretation of existing works and the creation of original materials
- provide students with experiences in diverse cultures and civilizations, both past and present
- improve academic achievement by stimulating students’ mental processing while having value in and of itself
- develop movement and coordination skills and rhythmic, melodic and spatial awareness
- foster a positive climate for school and community
- promote the transfer of knowledge through cross-curricular integration
- strengthen collaborative skills, provide challenges, recognize efforts and accomplishments through a cooperative and nurturing environment
- are assessed through multiple classroom/public performances

The arts are a way of knowing. Students grow in their ability to comprehend their world when they experience the arts. Skills, attitudes and interests are developed to enhance personal fulfillment and aesthetic appreciation.

The purpose of this curriculum is to prepare students to be educated consumers, appreciative observers and joyful participants who embrace a lifelong involvement with the arts.

PERFORMING ARTS

Optional Preschool

Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others

Music State Standard 3: Students will create music

Essential Learning

Sing or play music in order to perform, participate, improvise and respond

Learner Objectives

The learner will...

- use voices expressively
- sing simple songs together
- experiment with a variety of instruments and sound sources
- accompany activities with improvised songs or sounds

PERFORMING ARTS

Optional Preschool

Music State Standard 2: Students will read and notate music

Essential Learning

Build an awareness of music literacy

Learner Objectives

The learner will...

- respond to iconic or graphic notation

PERFORMING ARTS

Optional Preschool

Music State Standard 4: Students will listen to, analyze, evaluate, and describe music

Essential Learning

Experience and explore a varied repertoire of music

Learner Objectives

The learner will...

- listen to music and describe in age appropriate vocabulary

PERFORMING ARTS

Optional Preschool

Music State Standard 5: Students will relate music to various historical and cultural traditions.

Dance State Standard 4: Students will understand and relate the role of dance in culture and history.

Essential Learning

Experience and explore music through movement

Learner Objectives

The learner will...

- move to music (fast/slow, loud/quiet, smooth/bouncy)
- be introduced to a variety of musical styles and genres

PERFORMING ARTS

Optional Preschool

Theatre State Standard 1: Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration

Theatre State Standard 2: Students understand and apply the creative process to fundamental skills of acting, playwriting, and directing

Essential Learning

Introduce interpersonal skills through acting

Learner Objectives

The learner will...

- use expressive movement or sounds (*i.e. fingerplays, nursery rhymes*)
- behave appropriately while attending a performance

PERFORMING ARTS Grade Kindergarten and First

Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others

Music State Standard 3: Students will create music

Essential Learning

Sing or play music in order to perform, participate, improvise and respond

Learner Objectives

The learner will...

- sing or play music using
 - quiet and loud (*piano/forte*)
 - fast and slow
- perform in front of an audience (*i.e. classroom, school, or community*)
- incorporate grade level melodic and rhythmic concepts to accompany a song using:
 - body percussion
 - ostinati
 - instruments
 - movement
 - steady beat
- distinguish between singing and speaking voice
- distinguish between high and low sounds

PERFORMING ARTS

Grade Kindergarten and First

Music State Standard 2: Students will read and notate music




Essential Learning

Build an awareness of music literacy

Learner Objectives

The learner will...

- utilize iconic representation of pitch and rhythm
- identify:
 - silence and sound
 - high and low
 - quiet and loud (piano/forte)
 - bar lines
- read or play mi sol la songs
- sing, play, create, notate, and aurally identify

- quarter note 
- quarter rest 
- eighth note 

PERFORMING ARTS

Grade Kindergarten and First

Music State Standard 4: Students will listen to, analyze, evaluate, and describe music

Essential Learning

Experience a varied repertoire of music and differentiate its expressive qualities

Learner Objectives

The learner will...

- move to show:
 - strong/weak beats
 - melodic contour
 - form: same/different phrases and introduction
 - dynamics: piano and forte; crescendos and decrescendos
- identify:
 - timbre: size and source of sound

PERFORMING ARTS

Grade Kindergarten and First

Music State Standard 5: Students will relate music to various historical and cultural traditions

Dance State Standard 4: Students will understand and relate the role of dance in culture and history

Essential Learning

Build an awareness of music and dance in relation to various historical and cultural traditions

Learner Objectives

The learner will...

- experience patriotic song literature
- experience musical styles which contribute to the development of popular American music (*i.e. jazz, blues, ragtime, spirituals, swing, rap, rock and roll, country/western, musical theatre*)
- experience the music of a variety of composers representing various musical time periods
- experience music and dance from various world cultures
- move to music (*i.e. line dance, folk dance, body percussion, etc.*)

PERFORMING ARTS

Grade Kindergarten and First

Theatre State Standard 1: Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration

Theatre State Standard 2: Students understand and apply the creative process to fundamental skills of acting, playwriting, and directing

Essential Learning

Introduce interpersonal skills and problem-solving capabilities through the interpretation of a story/script

Learner Objectives

The learner will...

- use expressive movement or sounds
- improvise a role
- behave appropriately while attending and participating in a performance

PERFORMING ARTS Grade 2/3

Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others

Music State Standard 3: Students will create music

Essential Learning

Sing or play music in order to perform, participate, improvise and respond

Learner Objectives

The learner will...

- sing or play 2-part rounds or partner songs
- sing on pitch
- play and/or sing pentatonic melodies (do re mi sol la)
- read and play melodies on recorder using the notes B A G
- perform in front of an audience (*i.e. classroom, school, or community*)
- incorporate grade level melodic and rhythmic concepts to accompany a song
 - body percussion
 - ostinati
 - instruments
 - beat patterns
 - movements
- respond to conductor cues
- produce an improvisation within teacher defined parameters

PERFORMING ARTS

Grade 2/3







Music State Standard 2: Students will read and notate music

Essential Learning

Demonstrate and apply music literacy knowledge

Learner Objectives

The learner will...

- sing and/or play pentatonic melodies (*do re mi sol la*)
- distinguish differences in tempo (*i.e. andante, allegro, vivace*) and dynamics (*crescendo, decrescendo, pianissimo, piano, forte, fortissimo*)
- identify:
 - measures
 - bar lines
 - double bar lines
 - repeat signs
 - ties and slurs
 - treble clef
 - notes B, A, and G in treble clef
- demonstrate understanding of the top number of meter signatures (*2/4, 3/4, 4/4*)
- sing, play, create, notate, and aurally identify:
 - whole note 
 - half note 
 - dotted half note 
 - 4 sixteenth notes 
 - whole rests 
 - half rests 

PERFORMING ARTS Grade 2/3

Music State Standard 4: Students will listen to, analyze, evaluate, and describe music

Essential Learning

Recognize expressive qualities from a varied repertoire of music

Learner Objectives

The learner will...

- move to show:
 - leaps, steps, same pitch
 - changes in tempo (allegro/andante)
- aurally identify major and minor tonality
- identify and describe musical form through movement, dance, listening maps, or score analysis including:
 - verse and refrain
 - ABA
 - rondo (ABACABA)
- explore folk, world, traditional band and orchestra instruments
- recognize and show conducting patterns
 - 2-beat pattern
 - downbeat/upbeat
 - fermata

PERFORMING ARTS Grade 2/3

- Music State Standard 5: Students will relate music to various historical and cultural traditions
- Dance State Standard 4: Students will understand and relate the role of dance in culture and history

Essential Learning

Increase awareness of music and dance in relation to various historical and cultural traditions

Learner Objectives

The learner will...

- be a responsible consumer
- explore the historical background of patriotic song literature
- build an awareness of musical styles which contribute to the development of popular American music (*i.e. jazz, blues, ragtime, spirituals, swing, rap, rock and roll, country/western, musical theatre*)
- listen to the music of composers representing various musical time periods
- build an awareness of music and dance from various world cultures
- move to music (*i.e. line dance, folk dance, body percussion, etc.*)

PERFORMING ARTS

Grade 2/3

Theatre State Standard 1: Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration

Theatre State Standard 2: Students understand and apply the creative process to fundamental skills of acting, playwriting, and directing

Essential Learning

Develop interpersonal skills and problem-solving capabilities through the interpretation of a story/script

Learner Objectives

The learner will...

- display a feeling through gesture and expression
- improvise a role
- behave appropriately while attending and participating in a performance

PERFORMING ARTS Grades 4/5

Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others

Music State Standard 3: Students will create music

Essential Learning

Sing or play music in order to perform, participate, improvise and respond

Learner Objectives

The learner will...

- sing or play with correct technique (*in rhythm, in tempo, on pitch, with dynamics and responding to conductor*)
 - 3-part rounds or partner songs
 - diatonic scales or melodies
 - recorder, tone bars, or percussion instruments
 - improvisations
- incorporate grade level melodic and rhythmic concepts to accompany a song
 - body percussion
 - ostinati
 - instruments
 - movement
 - steady beat
- perform in front of an audience (*i.e. classroom, school, or community*)

PERFORMING ARTS GRADES 4/5





Music State Standard 2: Students will read and notate music.

Essential Learning

Demonstrate and apply music literacy knowledge

Learner Objectives

The learner will...

- use a rhythm system and a melodic system
- sing, play, create, and notate diatonic melodies
- sing, play, create, notate and aurally identify rhythmic patterns using:
 - eighth quarter eighth 
 - eighth sixteenth sixteenth 
 - sixteenth sixteenth eighth 
 - triplets 
- demonstrate understanding of a musical score
 - dynamics: *pp*, *p*, *mp*, *mf*, *f*, *ff*
 - D.C. al fine, D.S.
 - tempo terminology: *accelerando*, *ritardando*
 - introduction to bass clef and grand staff
 - top number of meter signature (*6/8*)

PERFORMING ARTS GRADES 4/5

Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.

Essential Learning

Recognize and interpret a varied repertoire of music and its expressive qualities

Learner Objectives

The learner will...

- compare and contrast a variety of musical styles (*i.e. electronic, jazz, cultural, popular, opera, musical theatre, ballet, symphony, etc*)
- aurally identify I and V chord changes (*tonality*)
- aurally identify and describe folk, world, and traditional band, and orchestra instruments including specific examples of each (*timbre*)
- recognize and show conducting patterns
 - 3 beat pattern
 - 4 beat pattern
- identify and describe musical form through movement, dance, listening maps, or score analysis (*form*)
 - solo and chorus
 - theme and variation

PERFORMING ARTS GRADES 4/5

Music State Standard 5: Students will relate music to various historical and cultural traditions.

Dance State Standard 4: Students will understand and relate the role of dance in culture and history.

Essential Learning

Relate music and dance to various historical and cultural traditions

Learner Objectives

The learner will...

- be a responsible consumer
- understand the historical background of patriotic song literature
- build an awareness of musical styles which contribute to the development of popular American music (*i.e. jazz, blues, ragtime, spirituals, swing, rap, rock and roll, country/western, American musical theatre*)
- listen to a variety of composers representing the various musical time periods
- explore music and dance from various world cultures
- respond to music through movement (*i.e. line dance, folk dance, body percussion, etc*)

PERFORMING ARTS GRADES 4/5

Theatre State Standard 1: Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration.

Theatre State Standard 2: Students understand and apply the creative process to fundamental skills of acting, playwriting, and directing.

Essential Learning

Apply interpersonal skills and problem-solving capabilities through the interpretation of a story /script

Learner Objectives

The learner will...

- describe and/or dramatize a character
- perform dramatic lines with expression and diction
- improvise a role
- behave appropriately while attending and participating in a performance

PERFORMING ARTS
Band
Level 1 (Intermediate: Grades 6-7)

State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others

Expressive Skills

The learner will...

- respond appropriately to conductor's cues
- perform a piece of music demonstrating nuance, phrase, shaping, and climax
- perform a piece of music demonstrating musical style

Instrumental Technique

The learner will...

- play a one- or two-octave scale on primary instrument in the following keys:
 - F, B-flat, E-flat
- demonstrate proper individual techniques of intonation, facility, breath control, posture, dynamics, and blend

Ensemble Skills

The learner will . . .

- demonstrate an understanding of basic concepts of ensemble etiquette
 - learning a part
 - respecting the work of others
 - accepting criticism gracefully
 - preparing for rehearsal/class
 - using rehearsal time wisely
 - showing patience with others
 - accepting differences within the group
- demonstrate basic vocal or instrumental ensemble skills including intonation, balance, blend, style, timing, and interpretation

PERFORMING ARTS
Band
Level 1 (Intermediate: Grades 6-7)

State Standard 2: Students will read and notate music.

Rhythm
The learner will . . .

- identify non-syncopated and syncopated duple subdivision
- identify triple subdivision including whole, half, quarter, eighth, and sixteenth, dotted notes and rests
- notate four measures of simple rhythmic dictation
- identify and perform simple meters including C or 4/4, 2/2, 2/4, 3/4, and 6/8, and relate those to a steady pulse or beat
- identify and perform tempo markings in a musical work, including metronome markings and Italian terms: andante, allegro, moderato

Melody
The learner will . . .

- identify key signatures
- identify melodic intervals
- identify harmonic intervals
- sight-read (sing or play) a 4–8 measure phrase that incorporates simple rhythms and intervals that move by a step

Harmony
The learner will . . .

- describe and perform simple harmony including duets and trios

Articulation/Shape
The learner will...

- identify and correctly interpret articulation markings in a musical work, including: accent, marcato, and slur
- identify and correctly interpret dynamic markings in a musical work, including *p*, *mp*, *mf*, *f*, crescendo, and decrescendo

Forms
The learner will . . .

- describe and compare simple and complex musical forms, including: 12 bar blues, theme and variations, repeat signs, da Capo, and Coda

PERFORMING ARTS
Band
Level 1 (Intermediate: Grades 6-7)

State Standard 3: Students will create music

The learner will . . .

- write a musical composition using melody, harmony, rhythm, and form
- participate in multiple, assessed classroom/public performances

PERFORMING ARTS
Band
Level 1 (Intermediate: Grades 6-7)

State Standard 4: Students will listen to, analyze, evaluate, and describe music

The learner will . . .

- listen to a performance for the purpose of evaluation

PERFORMING ARTS
Band
Level 1 (Intermediate: Grades 6-7)

State Standard 5: Students will relate music to various historical and cultural traditions

The learner will . . .

- identify different genres of music, including: classical, pop, jazz, folk, musical theatre
- perform music from a variety of cultures and historical periods

PERFORMING ARTS
Band
Level 2 (Intermediate: Grades 8-10)

State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others

Expressive Skills
The learner will...

- respond appropriately to conductor's cues
- perform a piece of music demonstrating nuance, phrase, shaping, and climax
- perform a piece of music demonstrating musical style

Instrumental Technique
The learner will...

- play a one- or two-octave scale on primary instrument in the following keys:
 - C, F, B-flat, E-flat, A-flat
- play a one and one-half to two-octave chromatic scale
- demonstrate proper individual techniques of intonation, facility, breath control, posture, dynamics, and blend

Ensemble Skills
The learner will . . .

- demonstrate an understanding of basic concepts of ensemble etiquette, e.g.
 - learning a part
 - respecting the work of others
 - accepting criticism gracefully
 - preparing for rehearsal/class
 - using rehearsal time wisely
 - showing patience with others
 - accepting differences within the group
- demonstrate basic vocal or instrumental ensemble skills including intonation, balance, blend, style, timing, and interpretation

PERFORMING ARTS
Band
Level 2 (Intermediate: Grades 8-10)

State Standard 2: Students will read and notate music

Rhythm
The learner will . . .

- identify non-syncopated and syncopated duple and triple subdivision including whole, half, quarter, eighth, and sixteenth, dotted notes and rests
- notate four measures of simple rhythmic dictation
- identify and perform simple, compound, and complex meters including C or 4/4, cut-time, 2/2, 2/4, 3/4, 3/8, 6/8, 9/8, and 12/8 and relate to a steady pulse or beat
- identify and perform tempo markings in a musical work, including metronome markings and Italian terms: *largo*, *andante*, *allegro*, *moderato*

Melody
The learner will . . .

- identify key signatures
- identify melodic intervals
- identify harmonic intervals
- sight-read (sing or play) a 4–8 measure phrase that incorporates simple rhythms and intervals that move by a step
- notate four measures of simple melodic dictation

Harmony
The learner will . . .

- write a I, IV, and V chord progression

Articulation/Shape
The learner will...

- identify and correctly interpret articulation markings in a musical work, including staccato, legato, accent, marcato, and slur
- identify and correctly interpret dynamic markings in a musical work, including *p*, *mp*, *mf*, *f*, crescendo, and diminuendo

Forms
The learner will . . .

- describe and compare simple and complex musical forms, including ABA, AABA, and 12 bar blues, theme and variations, repeat signs, da Capo, del Segno, and Coda

PERFORMING ARTS
Band
Level 2 (Intermediate: Grades 8-10)

State Standard 3: Students will create music

The learner will . . .

- write a musical composition using melody, harmony, rhythm, and form
- participate in multiple, assessed classroom/public performances

PERFORMING ARTS
Band
Level 2 (Intermediate: Grades 8-10)

State Standard 4: Students will listen to, analyze, evaluate, and describe music

The learner will . . .

- listen to a performance for the purpose of evaluation
- identify techniques a musician or composer uses to create mood and expression in music

PERFORMING ARTS
Band
Level 2 (Intermediate: Grades 8-10)

State Standard 5: Students will relate music to various historical and cultural traditions.

The learner will . . .

- identify and perform different genres of music, including: classical, pop, jazz, folk, musical theatre
- perform music from a variety of cultures and historical periods
- associate music, dance, and drama with the cultural and/or historical period that produced them

PERFORMING ARTS
Band
Level 3 (Advanced: Grades 11-12)

State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others

Expressive Skills
The learner will...

- respond appropriately to conductor's cues
- perform a piece of music demonstrating nuance, phrase, shaping, and climax
- perform a piece of music demonstrating musical style

Instrumental Technique
The learner will...

- play a one and one-half to two-octave chromatic scale
- demonstrate proper individual techniques of intonation, facility, breath control, posture, dynamics, and blend

Ensemble Skills
The learner will . . .

- demonstrate an understanding of basic concepts of ensemble etiquette
 - learning a part
 - respecting the work of others
 - accepting criticism gracefully
 - preparing for rehearsal/class
 - using rehearsal time wisely
 - showing patience with others
 - accepting differences within the group
- demonstrate basic vocal or instrumental ensemble skills including intonation, balance, blend, style, timing, and interpretation

PERFORMING ARTS
Band
Level 3 (Advanced: Grades 11-12)

State Standard 2: Students will read and notate music

Rhythm
The learner will . . .

- identify complex non-syncopated and syncopated duple and triple subdivision, including whole, half, quarter, eighth, sixteenth, thirty-second, and dotted notes and rests
- identify and perform simple, compound, and complex meters including C or 4/4, cut-time, 2/2, 2/4, 3/4, 3/8, 6/8, 9/8, 12/8, 5/8, and 7/8 and relate to a steady pulse or beat
- identify and perform tempo markings in a musical work, including metronome markings and Italian terms: *grave*, *largo*, *moderato*, *andante*, *allegro*, *vivace*, *presto*, and *accelerando*, *ritardando*, *rallentando*
- notate 4 measures of simple rhythmic dictation

Melody
The learner will . . .

- identify key signatures and their relationship in the circle of fifths
- perform, recognize, and write a I-IV-V chord progression
- sight-read (sing or play) a four- to eight-measure phrase that incorporates simple rhythms and intervals that move by a step
- sight-read (sing or play) a four- to eight-measure phrase that incorporates advanced rhythms and intervals that move by a leap
- write four measures of simple melodic dictation

PERFORMING ARTS
Band
Level 3 (Advanced: Grades 11-12)

Harmony
The learner will . . .

- identify harmonic and melodic intervals

Articulation/Shape
The learner will...

- identify and correctly interpret articulation markings in a musical work, including staccato, legato, accent, marcato, and slur
- identify and correctly interpret dynamic markings in a musical work, including *pp*, *p*, *mp*, *mf*, *f*, *ff*, crescendo, and diminuendo

Forms
The learner will . . .

- describe and compare simple and complex musical forms, including AB, ABA, AABA, theme and variations, Sonata Allegro, and 12 bar blues, repeat signs, da Capo, del Segno, and Coda

PERFORMING ARTS
Band
Level 3 (Advanced: Grades 11-12)

State Standard 3: Students will create music.

The learner will . . .

- invent simple melodic patterns
- write a musical composition using melody, harmony, rhythm, and form
- participate in multiple, assessed classroom/public performances

PERFORMING ARTS
Band
Level 3 (Advanced: Grades 11-12)

State Standard 4: Students will listen to, analyze, evaluate, and describe music.

The learner will . . .

- listen to a performance for the purpose of evaluation
- listen to music and critically discuss aspects of the performance or compositional elements

PERFORMING ARTS
Band
Level 3 (Advanced: Grades 11-12)

State Standard 5: Students will relate music to various historical and cultural traditions.

The learner will . . .

- identify different genres of music (*e.g., classical, pop, jazz, folk, musical theatre*)
- identify major historical periods
- perform music from a variety of cultures and historical periods
- associate music, dance, and drama with the cultural and/or historical period that produced them

PERFORMING ARTS

Choir

Level 1

- Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others
- Music State Standard 2: Students will read and notate music

Reading and Notating

Learner Objectives

The learner will...

- identify basic music reading symbols (*including: dynamic markings, part recognition, bar lines, nuance markings, time signatures*)
- sight read simple rhythms and melodic intervals
- identify simple note values and names
- treble and bass clef
- accurately read and perform notation relating to pitch, rhythm, tempo, articulation and phrasing as it relates to the music

PERFORMING ARTS
Choir
Level 1

- Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others.
- Music State Standard 3: Students will create music.
- Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.
- Music State Standard 5: Students will relate music to various historical and cultural traditions.

Expressive Skills

Learner Objectives

The learner will...

- respond appropriately to conductor's cues
- perform a piece of music demonstrating nuance, phrase, shaping, and climax
- perform a piece of music demonstrating musical style

PERFORMING ARTS

Choir **Level 1**

- Music State Standard 2: Students will read and notate music.
Music State Standard 3: Students will create music.
Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.
Music State Standard 5: Students will relate music to various historical and cultural traditions.

Creating

Learner Objectives The learner will...

- invent simple melodic and rhythmic patterns
- introduce components of performance staging, and ensemble into a performing arts creation

PERFORMING ARTS

Choir

Level 1

- Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others.
- Music State Standard 3: Students will create music.
- Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.
- Music State Standard 5: Students will relate music to various historical and cultural traditions.

Vocal Technique

Learner Objectives

The learner will...

- demonstrate proper individual techniques of intonation, facility, breath control, posture, dynamics, and blend
- using two-part music appropriate to developmental level demonstrate basic vocal ensemble skills including intonation, balance, blend, timing, and interpretation
- demonstrate an understanding of basic concepts of ensemble etiquette
 - learning a part
 - respecting the work of others
 - accepting criticism gracefully
 - preparing for rehearsal/class
 - using rehearsal time wisely
 - patience with others
 - accepting differences within the group

PERFORMING ARTS
Choir
Level 1

Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.

Music State Standard 5: Students will relate music to various historical and cultural traditions.

Listening and Responding

Learner Objectives

The learner will...

- identify techniques a musician or composer uses to create mood and expression in music
- listen to or watch a performance for the purpose of evaluation

PERFORMING ARTS

Choir

Level 1

Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.

Music State Standard 5: Students will relate music to various historical and cultural traditions.

Cultural and Historical

Learner Objectives

The learner will...

- identify different genres of music (*e.g. classical, pop, jazz, folk, musical theatre*)
- perform music from a variety of cultures and historical periods
- associate music, dance, and drama with the cultural and/or historical periods that produced them

PERFORMING ARTS

Choir

Level 2

- Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others.
- Music State Standard 2: Students will read and notate music.

Reading and Notating

Learner Objectives The learner will...

- identify more complex rhythmic patterns (*including: sixteenths, triplets, dotted notes*)
- identify key signatures
- identify melodic intervals
- identify harmonic intervals
- listen and compare musical forms
- accurately read and perform notation relating to pitch, rhythm, dynamics, tempo, articulation and phrasing as it relates to the music

PERFORMING ARTS

Choir **Level 2**

- Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others.
- Music State Standard 3: Students will create music.
- Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.
- Music State Standard 5: Students will relate music to various historical and cultural traditions.

Expressive Skills

Learner Objectives

The learner will...

- respond appropriately to conductor's cues
- perform music demonstrating nuance, phrase, shaping, and climax
- perform music demonstrating musical style

PERFORMING ARTS
Choir
Level 2

- Music State Standard 2: Students will read and notate music.
Music State Standard 3: Students will create music.
Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.
Music State Standard 5: Students will relate music to various historical and cultural traditions.

Creating

Learner Objectives
The learner will...

- invent simple melodic and rhythmic patterns
- integrate and assess components of performance staging, and ensemble into a performing arts creation

PERFORMING ARTS

Choir

Level 2

- Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others.
- Music State Standard 3: Students will create music.
- Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.
- Music State Standard 5: Students will relate music to various historical and cultural traditions.

Vocal Technique

Learner Objectives The learner will...

- demonstrate proper individual techniques of intonation, facility, breath control, posture, dynamics, and blend
- sing two and three-part music appropriate to developmental level
- demonstrate basic vocal or instrumental ensemble skills including intonation, balance, blend, style, timing, and interpretation
- demonstrate an understanding of basic concepts of ensemble etiquette
 - learning a part
 - respecting the work of others
 - accepting criticism gracefully
 - preparing for rehearsal/class
 - using rehearsal time wisely
 - patience with others
 - accepting differences within the group

PERFORMING ARTS
Choir
Level 2

Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.

Music State Standard 5: Students will relate music to various historical and cultural traditions.

Listening and Responding

Learner Objectives

The learner will...

- identify techniques a musician or composer uses to create mood and expression in music
- listen to or watch a performance for the purpose of evaluation

PERFORMING ARTS

Choir

Level 2

Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.

Music State Standard 5: Students will relate music to various historical and cultural traditions.

Cultural and Historical

Learner Objectives

The learner will...

- identify different genres of music (*e.g. classical, pop, jazz, folk, musical theatre*)
- perform music from a variety of cultures and historical periods
- associate music, dance, and drama with the cultural and/or historical periods that produced them

PERFORMING ARTS
Choir
Level 3

- Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others.
- Music State Standard 2: Students will read and notate music.

Reading and Notation

Learner Objectives
The learner will...

- identify, understand, and perform more complex rhythmic patterns
- identify, notate, and perform four measures of simple melodic and rhythmic dictation
- identify key signatures
- identify and read melodic and harmonic intervals
- describe and compare musical forms
- accurately read and perform notation relating to pitch, rhythm, dynamics, tempo, articulation and phrasing as it relates to the music

PERFORMING ARTS
Choir
Level 3

- Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others.
- Music State Standard 3: Students will create music.
- Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.
- Music State Standard 5: Students will relate music to various historical and cultural traditions.

Expressive Skills

Learner Objectives

The learner will...

- respond knowledgably to conductor's cues
- perform music demonstrating nuance, phrase, shaping, and climax
- perform and assess music demonstrating musical style
- perform music with an energized tone

PERFORMING ARTS
Choir
Level 3

- Music State Standard 2: Students will read and notate music.
Music State Standard 3: Students will create music.
Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.
Music State Standard 5: Students will relate music to various historical and cultural traditions.

Creating

Learner Objectives
The learner will...

- invent simple melodic and rhythmic patterns
- integrate components of performance, staging, and ensemble into a performing arts creation

PERFORMING ARTS

Choir

Level 3

- Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others.
- Music State Standard 3: Students will create music.
- Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.
- Music State Standard 5: Students will relate music to various historical and cultural traditions.

Vocal Technique

Learner Objectives The learner will...

- demonstrate proper individual techniques of intonation, facility, breath control, posture, dynamics, and blend
- sing four-part to eight-part music appropriate to developmental level
- demonstrate basic vocal or instrumental ensemble skills including intonation, balance, blend, style, timing, and interpretation
- demonstrate an understanding of basic concepts of ensemble etiquette
 - learning a part
 - respecting the work of others
 - accepting criticism gracefully
 - preparing for rehearsal/class
 - using rehearsal time wisely
 - showing patience with others
 - demonstrate positive attitude
 - accepting differences within the group

PERFORMING ARTS
Choir
Level 3

Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.

Music State Standard 5: Students will relate music to various historical and cultural traditions.

Listening and Responding

Learner Objectives

The learner will...

- demonstrate techniques a musician or composer uses to create mood and expression in music
- listen to or watch a performance for the purpose of evaluation

PERFORMING ARTS
Choir
Level 3

Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.

Music State Standard 5: Students will relate music to various historical and cultural traditions.

Cultural and Historical

Learner Objectives

The learner will...

- demonstrate different genres of music (*e.g. classical, pop, jazz, folk, musical theatre*)
- perform music from a variety of cultures and historical periods
- associate music, dance, and drama with the cultural and/or historical periods that produced them

PERFORMING ARTS
Jazz Band
Level 1 (Intermediate: Grades 6-9)

State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others

Expressive Skills
The learner will...

- respond appropriately to conductor's cues
- perform a piece of music demonstrating nuance, phrase, shaping, and climax
- perform a piece of music demonstrating musical style

Instrumental Technique
The learner will...

- play a one and one-half to two-octave chromatic scale
- demonstrate proper individual techniques of intonation, facility, breath control, posture, dynamics, and blend

Ensemble Skills
The learner will . . .

- demonstrate an understanding of basic concepts of ensemble etiquette
 - learning a part
 - respecting the work of others
 - accepting criticism gracefully
 - preparing for rehearsal/class
 - using rehearsal time wisely
 - showing patience with others
 - accepting differences within the group
- demonstrate basic vocal or instrumental ensemble skills including intonation, balance, blend, style, timing, and interpretation

PERFORMING ARTS

Jazz Band

Level 1 (Intermediate: Grades 6-9)

State Standard 2: Students will read and notate music

Rhythm

The learner will . . .

- identify complex non-syncopated and syncopated duple and triple subdivision, including whole, half, quarter, eighth, sixteenth, thirty-second, and dotted notes and rests
- identify and perform simple, compound, and complex meters including C or 4/4, cut-time, 2/2, 2/4, 3/4, 3/8, 6/8, 9/8, 12/8, 5/8, and 7/8 and relate those to a steady pulse or beat
- identify and perform tempo markings in a musical work, including metronome markings and Italian terms: *grave*, *largo*, *moderato*, *andante*, *allegro*, *vivace*, *presto*, and *accelerando*, *ritardando*, *rallentando*
- notate 4 measures of simple rhythmic dictation

Melody

The learner will . . .

- identify key signatures and their relationship in the circle of fifths
- perform, recognize, and write a I-IV-V chord progression
- sight-read (sing or play) a four- to eight-measure phrase that incorporates simple rhythms and intervals that move by a step
- sight-read (sing or play) a four- to eight-measure phrase that incorporates advanced rhythms and intervals that move by a leap
- write four measures of simple melodic dictation

Harmony

The learner will . . .

- identify harmonic and melodic intervals

Articulation/Shape
The learner will...

- identify and correctly interpret articulation markings in a musical work, including staccato, legato, accent, marcato, and slur
- identify and correctly interpret dynamic markings in a musical work, including *pp*, *p*, *mp*, *mf*, *f*, *ff*, crescendo, and diminuendo

Forms
The learner will . . .

- describe and compare simple and complex musical forms, including AB, ABA, AABA, Theme and Variations, Sonata Allegro, and 12 bar Blues, repeat signs, da Capo, del Segno, and Coda

PERFORMING ARTS
Jazz Band
Level 1 (Intermediate: Grades 6-9)

State Standard 3: Students will create music.

The learner will . . .

- invent simple melodic patterns
- write a musical composition using melody, harmony, rhythm, and form
- participate in multiple, assessed classroom/public performances

PERFORMING ARTS
Jazz Band
Level 1 (Intermediate: Grades 6-9)

State Standard 4: Students will listen to, analyze, evaluate, and describe music.

The learner will . . .

- listen to a performance for the purpose of evaluation
- listen to music and critically discuss aspects of the performance or compositional elements

PERFORMING ARTS
Jazz Band
Level 1 (Intermediate: Grades 6-9)

State Standard 5: Students will relate music to various historical and cultural traditions.

The learner will . . .

- identify and perform different styles of jazz music
 - Swing
 - Ballad
 - Rock/funk
 - Latin
- perform music from a variety of cultures and historical periods (*e.g. Dixie, Afro-Cuban, Brazilian, Bebop, Big Band Swing, and Contemporary Jazz*)
- associate music, dance, and drama with the cultural and/or historical period that produced them

PERFORMING ARTS
Jazz Band
Level 2 (Advanced: Grades 10-12)

State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others

Expressive Skills
The learner will...

- respond appropriately to conductor's cues
- perform a piece of music demonstrating nuance, phrase, shaping, and climax
- perform a piece of music demonstrating musical style

Instrumental Technique
The learner will...

- play a one and one-half to two-octave chromatic scale
- demonstrate proper individual techniques of intonation, facility, breath control, posture, dynamics, and blend

Ensemble Skills
The learner will . . .

- demonstrate an understanding of basic concepts of ensemble etiquette
 - learning a part
 - respecting the work of others
 - accepting criticism gracefully
 - preparing for rehearsal/class
 - using rehearsal time wisely
 - showing patience with others
 - accepting differences within the group
- demonstrate basic vocal or instrumental ensemble skills including intonation, balance, blend, style, timing, and interpretation

PERFORMING ARTS
Jazz Band
Level 2 (Advanced: Grades 10-12)

State Standard 2: Students will read and notate music.

Rhythm
The learner will . . .

- identify complex non-syncopated and syncopated duple and triple subdivision, including whole, half, quarter, eighth, sixteenth, thirty-second, and dotted notes and rests
- identify and perform simple, compound, and complex meters including C or 4/4, cut-time, 2/2, 2/4, 3/4, 3/8, 6/8, 9/8, 12/8, 5/8, and 7/8 and relate to a steady pulse or beat.
- identify and perform tempo markings in a musical work, including metronome markings and Italian terms: grave, largo, moderato, andante, allegro, vivace, presto, and accelerando, ritardando, rallentando
- notate 4 measures of simple rhythmic dictation

Melody
The learner will . . .

- identify key signatures and their relationship in the circle of fifths
- perform, recognize, and write a I-IV-V chord progression
- sight-read (sing or play) a four- to eight-measure phrase that incorporates simple rhythms and intervals that move by a step
- sight-read (sing or play) a four- to eight-measure phrase that incorporates advanced rhythms and intervals that move by a leap
- write four measures of simple melodic dictation

PERFORMING ARTS
Jazz Band
Level 2 (Advanced: Grades 10-12)

Harmony
The learner will . . .

- identify harmonic and melodic intervals

Articulation/Shape
The learner will...

- identify and correctly interpret articulation markings in a musical work, including staccato, legato, accent, marcato, and slur
- identify and correctly interpret dynamic markings in a musical work, including pp, p, mp, mf, f, ff, crescendo, and diminuendo

Forms
The learner will . . .

- describe and compare simple and complex musical forms, including AB, ABA, AABA, theme and variations, Sonata Allegro, and 12 bar blues, repeat signs, da Capo, del Segno, and Coda

PERFORMING ARTS
Jazz Band
Level 2 (Advanced: Grades 10-12)

State Standard 3: Students will create music

The learner will . . .

- invent simple melodic patterns
- write a musical composition using melody, harmony, rhythm, and form
- participate in multiple, assessed classroom/public performances

PERFORMING ARTS
Jazz Band
Level 2 (Advanced: Grades 10-12)

State Standard 4: Students will listen to, analyze, evaluate, and describe music

The learner will . . .

- listen to a performance for the purpose of evaluation
- listen to music and critically discuss aspects of the performance or compositional elements

PERFORMING ARTS
Jazz Band
Level 2 (Advanced: Grades 10-12)

State Standard 5: Students will relate music to various historical and cultural traditions.

The learner will . . .

- identify and perform different styles of jazz music
 - Swing
 - Ballad
 - Rock/funk
 - Latin
- perform music from a variety of cultures and historical periods (e.g. *Dixie, Afro-Cuban, Brazilian, Bebop, Big Band Swing, and Contemporary Jazz*)
- associate music, dance, and drama with the cultural and/or historical period that produced them

PERFORMING ARTS Orchestra Level 1

Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others.

Music State Standard 2: Students will read and notate music.

Reading and Notating

Learner Objectives

The learner will...

- identify simple notation
- accurately read and perform notation relating to pitch, rhythm, dynamics, tempo, articulation
- sight read (*sing or play*) a four measure phrase that incorporates simple rhythms and intervals
- respond appropriately to conductor's cues
- perform a piece of music demonstrating nuance, phrase, shaping, and climax
- perform a piece of music demonstrating musical style
- integrate components of performance, staging, technology, and ensemble into a performing arts creation

PERFORMING ARTS
Orchestra
Level 1

- Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others.
- Music State Standard 2: Students will read and notate music.

Expressive Skills

Learner Objectives

The learner will...

- respond appropriately to conductor's cues
- perform a piece of music demonstrating nuance, phrase, shaping, and climax
- perform a piece of music demonstrating musical style
- integrate components of performance, staging, technology, and ensemble into a performing arts creation

PERFORMING ARTS
Orchestra
Level 1

- Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others.
- Music State Standard 3: Students will create music.
- Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.
- Music State Standard 5: Students will relate music to various historical and cultural traditions.

Technique

Learner Objectives
The learner will...

- play one octave scale on primary instrument
 - C, G, D
- demonstrate proper individual techniques of intonation, posture, dynamics, and blend
- demonstrate the ability to play in first position
- demonstrate an understanding of basic concepts of ensemble etiquette
 - learning a part
 - respecting the work of others
 - accepting criticism gracefully
 - preparing for rehearsal/class
 - using rehearsal time wisely
 - showing patience with others
 - accepting differences within the group
- demonstrate basic vocal ensemble skills (*including: intonation, balance, blend, style, timing, interpretation*)

PERFORMING ARTS
Orchestra
Level 1

Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.

Music State Standard 5: Students will relate music to various historical and cultural traditions.

Listening and Responding
Learner Objectives
The learner will...

- identify techniques a musician or composer uses to create mood and expression in music
- listen and watch a performance for the purpose of evaluation

PERFORMING ARTS
Orchestra
Level 1

Music State Standard 5: Students will relate music to various historical and cultural traditions.

Cultural and Historical

Learner Objectives

The learner will...

- identify different genres of music (e.g. classical, pop, jazz, folk, musical theatre)
- perform music from a variety of cultures and historical periods
- associate music, dance, and drama with cultural and/or historical period that produced them

PERFORMING ARTS
Orchestra
Level 2

- Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others.
- Music State Standard 2: Students will read and notate music.

Reading and Notating

Learner Objectives
The learner will...

- identify non-syncopated and syncopated duple and triple subdivision
- notate four measures of simple rhythmic dictation
- identify key signatures
- identify melodic and harmonic intervals
- write a I, IV, and V chord progression
- describe and compare musical forms

PERFORMING ARTS
Orchestra
Level 2

- Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others.
- Music State Standard 3: Students will create music.
- Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.
- Music State Standard 5: Students will relate music to various historical and cultural traditions.

Expressive Skills

Learner Objectives

The learner will...

- respond appropriately to conductor's cues
- perform music demonstrating nuance, phrase, shaping, and climax
- perform music demonstrating musical style

PERFORMING ARTS
Orchestra
Level 2

- Music State Standard 2: Students will read and notate music.
Music State Standard 3: Students will create music.
Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.
Music State Standard 5: Students will relate music to various historical and cultural traditions.

Creating

Learner Objectives
The learner will...

- invent simple melodic and rhythmic pattern
- integrate and assess components of performance staging, and ensemble into a performing arts creation

PERFORMING ARTS Orchestra Level 2

- Music State Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others.
- Music State Standard 3: Students will create music.
- Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.
- Music State Standard 5: Students will relate music to various historical and cultural traditions.

Technique

Learner Objectives The learner will...

- play a one or two-octave scale on primary instrument in the following keys:
 - C, G, D, F
- demonstrate proper individual technique, intonation, facility, posture, dynamics, and blend
- demonstrate the ability to play in the following positions for orchestra
 - third position violin and viola
 - second position cello and bass
- demonstrate an understanding of basic concepts of ensemble etiquette
 - learning a part
 - respecting the work of others
 - accepting criticism gracefully
 - preparing for rehearsal/class
 - using rehearsal time wisely
 - showing patience with others
 - accepting differences within the group

PERFORMING ARTS
Orchestra
Level 2

Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.

Music State Standard 5: Students will relate music to various historical and cultural traditions.

Listening and Responding

Learner Objectives

The learner will...

- identify techniques a musician or composer uses to create mood and expression in music
- listen to or watch a performance for the purpose of evaluation

PERFORMING ARTS Orchestra Level 2

Music State Standard 4: Students will listen to, analyze, evaluate, and describe music.

Music State Standard 5: Students will relate music to various historical and cultural traditions.

Cultural and Historical

Learner Objectives

The learner will...

- identify different genres of music (*e.g. classical, pop, jazz, folk, musical theatre*)
- perform music from a variety of cultures and historical periods
- associate music, dance, and drama with cultural and/or historical period that produced them

PERFORMING ARTS

Music Appreciation

State Standard 4: Students will listen to, analyze, evaluate, and describe music

Listening and Responding

The learner will . . .

- listen to music and critically discuss aspects of the performance or compositional elements
- listen to and discuss the basic musical form or structure of appropriate literature

PERFORMING ARTS

Music Appreciation

State Standard 5: Students will relate music to various historical and cultural traditions

Cultural and Historical
The learner will . . .

- identify different genres of music (*e.g., classical, pop, jazz, folk, musical theatre*)
- identify major historical periods
- present music from a variety of cultures and historical periods
- associate music, dance, and drama with the cultural and/or historical period that produced them

PERFORMING ARTS High School Music Theory

State Standard 2: Students will read and notate music

Reading and Notating
The learner will . . .

- accurately read and perform notation relating to pitch, rhythm, dynamics, tempo, articulation, and phrasing

Rhythm
The learner will . . .

- write four measures of advanced rhythmic dictation
- identify non-syncopated and syncopated duple and triple subdivision

Melody
The learner will . . .

- identify key signatures and their relationship in the circle of fifths
- identify melodic intervals
- sight-read (sing or play) a 4–8 measure phrase that incorporates simple rhythms and intervals that move by a step
- sight-read (sing or play) a 4–8 measure phrase that incorporates advanced rhythms and intervals that move by a leap
- notate four measures of advanced melodic dictation

Forms
The learner will . . .

- describe and compare simple and complex musical forms

Harmony
The learner will . . .

- construct and analyze triads, cadences, and non-harmonic tones
- identify harmonic intervals
- write a I, IV, and V chord progression

PERFORMING ARTS
High School
Music Theory

State Standard 3: Students will create music

Expressive Skills
The learner will . . .

- perform a piece of music demonstrating nuance, phrase shaping, and climax
- perform a piece of music demonstrating musical style

Creating
The learner will . . .

- invent simple melodic patterns
- write a musical composition using melody, harmony, rhythm, and form

PERFORMING ARTS
High School
Music Theory

State Standard 4: Students will listen to, analyze, evaluate, and describe music.

Listening and Responding
The learner will . . .

- identify techniques a musician or composer uses to create mood and expression in music
- listen to a performance for the purpose of evaluation
- listen to music and critically discuss aspects of the performance or compositional elements
- listen to and discuss the basic musical form or structure of appropriate literature

PERFORMING ARTS
High School
Music Theory

State Standard 5: Students will relate music to various historical and cultural traditions.

Cultural and Historical
The learner will . . .

- identify different genres of music (e.g., classical, pop, jazz, folk, musical theatre)
- identify major historical periods
- perform/present music from a variety of cultures and historical periods
- associate music, dance, and drama with the cultural and/or historical period that produced them

PERFORMING ARTS

Theatre

Acting I

- State Standard 1: Students develop interpersonal skills and problem solving capabilities through group interaction and artistic collaboration.
- State Standard 2: Students understand and apply the creative process to skills of story telling, playwriting, acting and directing.
- State Standard 4: Students understand and relate the role of theatre arts to culture and history.
- State Standard 6: Students know and apply connections between theatre and other disciplines.

Interpersonal Skills and Problem Solving

The learner will...

- share focus with fellow performers in an ensemble performance
- incorporate both instructor-led and peer-led criticism of performance efforts and use appropriately as a means of improving performance
- identify ways in which an audience is a contributing and participating component of any theatre performance
- synthesize dramatic elements in the performance of scenes and/or plays
- demonstrate skills in spontaneity and imagination through improvisation
- appreciate and respect all live performances and demonstrate appropriate behavior as an audience member, performer on stage or backstage
- apply group concepts such as cooperation, consensus, organization, leadership and goal setting through collaboration, rehearsal, design, construction and performance
- learn to be a contributing member of a group without losing sense of self

PERFORMING ARTS

Theatre Acting I

State Standard 1: Students develop interpersonal skills and problem solving capabilities through group interaction and artistic collaboration.

State Standard 2: Students understand and apply the creative process to skills of story telling, playwriting, acting and directing.

Creative Process and Appreciation

The learner will...

- read and evaluate dramatic texts and bring them to life through performance
- share focus with fellow performers in an ensemble performance
- incorporate both instructor led and peer led criticism of performance efforts and use appropriately as a means of improving performance
- identify theatrical styles
- identify ways in which an audience is a contributing and participating component of any theatre performance
- evaluate and incorporate the artistic choices made by an actor in creating a character on stage
- synthesize dramatic elements in the performance of scenes and/or plays
- interpret a character and demonstrate acting using skills learned from different schools of acting technique
- use movement and voice to communicate the ideas and emotions of a character
- utilize imagination, creativity, life experience and an emerging sense of aesthetics to pursue excellence in rehearsing and performing a variety of artistic events
- synthesize criticism and critique both verbally and in written form by viewing live performances and submitting a critical review
- apply appropriate acting technique to the text

PERFORMING ARTS

Theatre

Acting II

State Standard 1: Students develop interpersonal skills and problem solving capabilities through group interaction and artistic collaboration.

Interpersonal Skills and Problem Solving

The learner will...

- understand the underlying connections between culture and the performing arts
- synthesize dramatic elements from different historic and cultural periods in the performance of scenes and plays
- analyze cultural and historical elements in a play script in the performance of scenes or roles from the play
- research stage designs and performance backgrounds for a variety of dramatic texts to understand the relationship between the style and the culture
- analyze and understand increasingly difficult and challenging material at advanced levels: Shakespeare, Comedy of Manners, Absurdism
- apply group concepts such as cooperation, consensus, organization, leadership and goal setting through collaboration, rehearsal, design, construction and performance

PERFORMING ARTS
Theatre
Acting II

State Standard 3: Students understand and apply the creative process to skills of design and technical production.

Design and Technical Production

The learner will...

- read and evaluate textual material and extract information necessary to bring it to life through performance
- understand the underlying connections between culture and the performing arts
- analyze and understand increasingly difficult and challenging material at advanced levels : Shakespeare, Comedy of Manners, Absurdism
- analyze cultural and historical elements in a play script in the performance of scenes or roles from the play and their effects on design: set, light, sound, costume and makeup
- research stage designs and performance backgrounds for a variety of dramatic texts
- research current technologies and apply them through design and implementation to theatrical performances
- write, direct and act in scenes from different cultures and historic time periods

PERFORMING ARTS

Theatre

Acting II

State Standard 4: Students understand and relate the role of theatre arts to culture and history.

State Standard 5: Students analyze and assess the characteristics, merits, and meanings of traditional and modern forms of dramatic expression.

State Standard 6: Students know and apply connections between theatre and other disciplines.

Creative Process and Appreciation

The learner will...

- read and evaluate a variety of textual materials and extract information necessary to bring it to life through performance
- understand the underlying connections between culture and the performing arts
- synthesize dramatic elements from different historic and cultural periods in the performance of scenes and plays
- analyze and understand increasingly difficult and challenging material at advanced levels : Shakespeare, Comedy of Manners, Absurdism
- analyze cultural and historical elements in a play script in the performance of scenes or roles from the play and the effects of those elements on the plot and characters
- research stage designs and performance backgrounds for a variety of dramatic texts
- demonstrate acting styles appropriate to different historical or cultural traditions
- analyze and synthesize the artistic choices made by an actor in creating a character on stage

PERFORMING ARTS

Theatre Company

- State Standard 1: Students develop interpersonal skills and problem solving capabilities through group interaction and artistic collaboration.
- State Standard 2: Students understand and apply the creative process to skills of story telling, playwriting, acting and directing.
- State Standard 4: Students understand and relate the role of theatre arts to culture and history.
- State Standard 5: Students analyze and assess the characteristics, merits, and meanings of traditional and modern forms of dramatic expression.
- State Standard 6: Students know and apply connections between theatre and other disciplines.

Creative Process and Appreciation

The learner will...

- develop and polish techniques to communicate expressively through the integrated use of universally accepted practices and unique personal tools including the body, voice and mind
- demonstrate acting styles appropriate to different cultural or historical traditions
- read textual material (*e.g. script, score, short story or other written expression*) and extract information necessary to bring it to life through performance
- utilize imagination, creativity, life experience and an emerging sense of aesthetics to pursue excellence in rehearsing and performing a variety of artistic events
- understand the underlying connections between culture and the performing arts as discovered through textual examples of dramatic theory
- apply acquired skills to participate as an actor, writer, director, designer, producer and crew member in a variety of published and original theatrical pieces
- research new technological advances and use appropriate technology for classroom and theatre production
- design performance activities to elicit specific audience responses, understanding the relationship between actor and character, light and set design and time period as it is communicated to the audience through the ensemble performance
- problem solve through collaboration, rehearsal, design, construction and performance

PERFORMING ARTS Theatre Company

State Standard 2: Students understand and apply the creative process to skills of story telling, playwriting, acting and directing.

State Standard 3: Students understand and apply the creative process to skills of design and technical production.

State Standard 5: Students analyze and assess the characteristics, merits, and meanings of traditional and modern forms of dramatic expression.

Design and Technical Production

The learner will...

- analyze dramatic text—published or original—research historic elements and design various theatrical settings: set, lights, sound, costumes
- build props and stage setting
- design costumes
- develop sound effects
- hang and focus lights to create appropriate setting for scenes and full-length plays
- research and apply emerging technology as it applies to theatrical production
- design performance activities to elicit specific audience responses
- understand and apply techniques to communicate relationship between actor and character

PERFORMING ARTS Theatre Company

- State Standard 1: Students develop interpersonal skills and problem solving capabilities through group interaction and artistic collaboration.
- State Standard 2: Students understand and apply the creative process to skills of story telling, playwriting, acting and directing.
- State Standard 6: Students know and apply connections between theatre and other disciplines.

Interpersonal Skills and Problem Solving

The learner will...

- design performance activities to elicit specific audience responses
- understand the relationship between actor and character, light and set design and time period as it is communicated to the audience through the ensemble performance
- apply group concepts such as cooperation, consensus, organization, leadership and goal setting through collaboration, rehearsal, design, construction and performance
- behave appropriately while attending theatre or concert performances and class performances, as well as maintaining a professional atmosphere both backstage and on stage during performances
- practice appropriate theatre activities to develop skills in spontaneity and imagination using both vocal and physical components
- appreciate and respect a variety of dramatic texts and productions
- articulate in writing or orally a complete critical review of a live dramatic production including design, performance, technical production and impact
- critique participation in Senior Theatre Company including the role of writer, director, actor, designer and crew member
- solve problems in all areas of theatre including directing, writing, and producing

**PERFORMING ARTS
High School
Drama History and Literature**

- State Standard 5: Students analyze and assess the characteristics, merits, and meanings of traditional and modern forms of dramatic expression.
- State Standard 6: Students know and apply connections between theatre and other disciplines.

Creative Process, Appreciation and Criticism

The learner will...

- compare and contrast dramatic text with other types of literary writing
- understand the underlying connections between culture and the performing arts
- identify theatrical styles
- examine human behavior through the reading of dramatic literature
- identify cultural elements found in dramatic literature from different times and locales
- read increasingly difficult and challenging material at advanced levels
- use movement to communicate ideas of character
- understand the relationship between text and stage, playwright, director and actor
- write a critical review of a live performance that includes all production elements, acting and text

PERFORMING ARTS

High School

Introduction to Theatre

- State Standard 1: Students develop interpersonal skills and problem solving capabilities through group interaction and artistic collaboration.
- State Standard 2: Students understand and apply the creative process to skills of story telling, playwriting, acting and directing.
- State Standard 4: Students understand and relate the role of theatre arts to culture and history.
- State Standard 5: Students analyze and assess the characteristics, merits, and meanings of traditional and modern forms of dramatic expression.
- State Standard 6: Students know and apply connections between theatre and other disciplines.

Creative Process and Appreciation

The learner will...

- distinguish between stage directions and dialogue in a script
- share focus with fellow performers in an ensemble performance
- incorporate both instructor-led and peer-led criticism of performance efforts and use appropriately as a means of improving performance
- demonstrate skills in improvisation, storytelling, mime and scene performance
- identify ways in which an audience is a contributing and participating component of any theatre performance
- evaluate and incorporate the artistic choices made by an actor in creating a character on stage
- synthesize dramatic elements in the performance of scenes and/or plays
- respect the role of the performer on stage and the work that is involved with theatrical production
- demonstrate appropriate behavior as an audience member or performer on stage
- use movement and voice to communicate the ideas and emotions of a character
- utilize imagination, creativity, life experience and an emerging sense of aesthetics to pursue excellence in rehearsing and performing a variety of artistic events
- write a critical analysis of a live performance including critique of acting, design, production elements and text

**PERFORMING ARTS
High School
Introduction to Theatre**

State Standard 1: Students develop interpersonal skills and problem solving capabilities through group interaction and artistic collaboration.

Interpersonal Skills and Problem Solving

The learner will...

- demonstrate group and duet performance skills without losing a sense of self
- apply group concepts such as cooperation, consensus, organization, leadership and goal setting through collaboration and rehearsal
- behave appropriately while attending theatre or concert performances and class performances, as well as maintaining a professional atmosphere both back stage and on stage during performances
- respond positively to peer leadership as well as demonstrate leadership skills when working in groups or duets
- evaluate the work of peers and in a constructive and positive manner

PERFORMING ARTS

High School

Theatre-Stagecraft

State Standard 3: Students understand and apply the creative process to skills of design and technical production.

State Standard 4: Students understand and relate the role of theatre arts to culture and history.

Interpersonal Skills and Problem Solving


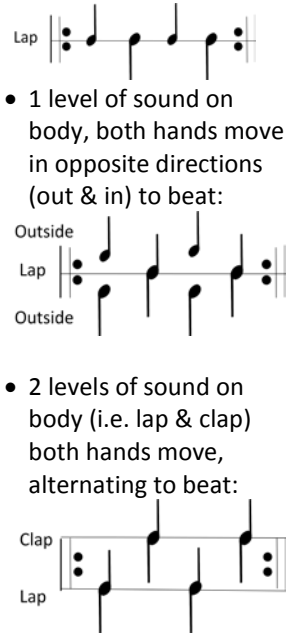
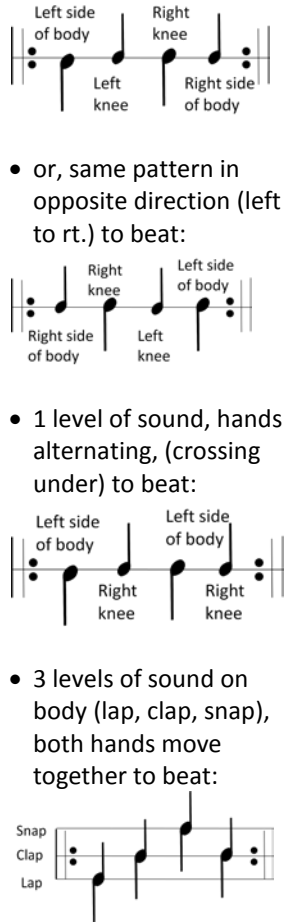
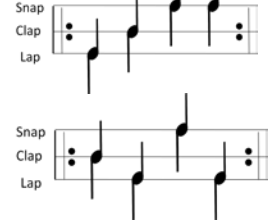
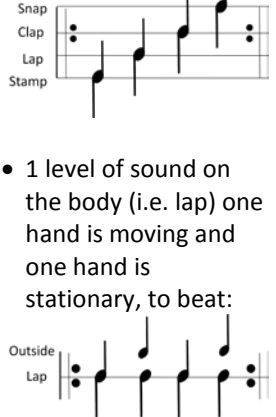
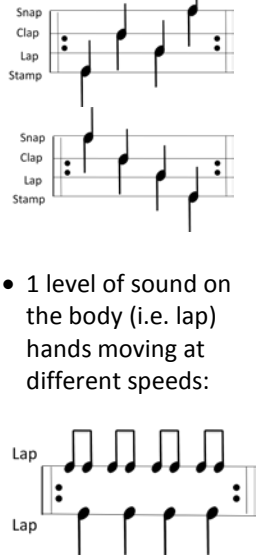
Creative Process

Technical Production

The learner will...

- distinguish between stage directions and dialogue in a script
- analyze script to identify dramatic elements of stage setting: set, props, lights, sound, costumes
- create, design and build stage sets using cross curricular skills, (*e.g. math, art, science, technology*)
- identify theatrical styles
- read increasingly challenging texts and materials
- apply design and reasoning to adapt a sketched set design into a constructed set
- understand shop safety
- work collaboratively in a group to build set pieces, props and costumes; hang and focus lights
- research and apply emerging technology as it applies to theatrical production
- write a critical analysis of a live performance, emphasizing critique of set design, lights, sound, costumes and make-up as it pertains to the theatre space, textural requirements and historic or cultural setting

Appendix A—Targeted Movement Sequence for K-5 Performing Arts

	K	1	2	3	4	5
<p>Body Percussion</p> <p>* all stems facing up are right hand</p> <p>* all stems facing down are left hand</p> <p>* all stems facing up and down are both hands</p>	<ul style="list-style-type: none"> 1 level of sound on body (i.e. lap), both hands move together to beat: 	<ul style="list-style-type: none"> 1 level of sound on body (i.e. lap), both hands move alternating to beat: 1 level of sound on body, both hands move in opposite directions (out & in) to beat: 2 levels of sound on body (i.e. lap & clap) both hands move, alternating to beat: 	<ul style="list-style-type: none"> 1 level of sound on body (i.e. lap), both hands move alternating, in same direction (rt to lft) to beat: or, same pattern in opposite direction (left to rt.) to beat: 1 level of sound, hands alternating, (crossing under) to beat: 3 levels of sound on body (lap, clap, snap), both hands move together to beat: 	<ul style="list-style-type: none"> 3 levels of sound on body (i.e. lap, clap, snap), both hands move together- each measure is a different beat pattern: 	<ul style="list-style-type: none"> 4 levels of sound on body (i.e. stamp, clap, lap, and snap), both hands move together to beat: 1 level of sound on the body (i.e. lap) one hand is moving and one hand is stationary, to beat: 	<ul style="list-style-type: none"> 4 levels of sound on body (i.e. stamp, clap, lap, and snap) both hands move together to beat- each measure is a different beat pattern: 1 level of sound on the body (i.e. lap) hands moving at different speeds: 

Appendix A—Targeted Movement Sequence for K-5 Performing Arts

	K	1	2	3	4	5
Non-locomotor	<ul style="list-style-type: none"> • turn sway 	<ul style="list-style-type: none"> • twist, push, pull, swing, rock, bend 	<ul style="list-style-type: none"> • punch, pound 	<ul style="list-style-type: none"> • pass, toss 	<ul style="list-style-type: none"> • bounce 	
Locomotor	<ul style="list-style-type: none"> • walk, march, jump 	<ul style="list-style-type: none"> • glide, hop, run, jog, circle 	<ul style="list-style-type: none"> • gallop, skip, leap 	<ul style="list-style-type: none"> • cross over feet both directions, rt, lft, rt, lft, and lft, rt, lft, rt 		
Expressive (Drama)	<ul style="list-style-type: none"> • crawl/roll, freeze, fly 	<ul style="list-style-type: none"> • stretch, fall, sink, halt, rise, grow, reach, spin, wobble, shake, slither 	<ul style="list-style-type: none"> • lower, shrink, skid, curve, vibrate, shiver, creep 	<ul style="list-style-type: none"> • collapse, hold, pause, twirl, explode, tremble, soar 	<ul style="list-style-type: none"> Shrivel, perch, grip, lift, open/close, swivel, quiver, shudder, dart 	<ul style="list-style-type: none"> Drip, pitter/patter, narrow, anchor, settle, expand/contract, hurl, bound, drop, spread spiral, rush
Dance	<ul style="list-style-type: none"> • line, backwards, forwards, stamp, 	<ul style="list-style-type: none"> • circle, in, out, around, open (arms or legs), shut (arms or legs), bridge, bend, bounce, touch, stamp, toe, knee up 	<ul style="list-style-type: none"> • elbow swing, do si do, scissor kicks, side step, swivel 	<ul style="list-style-type: none"> • right and left hand star, circle right and left 	<ul style="list-style-type: none"> • right hand around, promenade, basket hold, skater's hold 	<ul style="list-style-type: none"> • allemande left, grand right and left, Charleston kick

Appendix B – Language Arts connection to Performing Arts

Grade	Reading	Writing	Listening	Speaking
K	<ul style="list-style-type: none"> • fingerplays • drama/plays 		<ul style="list-style-type: none"> • appreciate language in stories/plays/ songs 	<ul style="list-style-type: none"> • speak to be easily understood • show and tell • story retells • conventions of delivery
1st	<ul style="list-style-type: none"> • drams/plays 		<ul style="list-style-type: none"> • appreciate language in stories/songs/ presentations 	<ul style="list-style-type: none"> • show and tell • Reader's Theatre • Simple plays • conventions of delivery
2nd	<ul style="list-style-type: none"> • use inflection for dialogue and special print drama/plays 	<ul style="list-style-type: none"> • write a piece (possibly simple skit) using dialogue 	<ul style="list-style-type: none"> • stories/plays/ songs 	<ul style="list-style-type: none"> • Reader's Theatre • Choral reading • Simple plays • conventions of delivery
3rd	<ul style="list-style-type: none"> • drama/plays 	<ul style="list-style-type: none"> • write recommendati on for a book, movie, play/program 	<ul style="list-style-type: none"> • stories/plays/songs thank a speaker (performer) when appropriate • evaluate speaker's (performer's) delivery 	<ul style="list-style-type: none"> • conventions of delivery • recite a poem • use feedback to adjust delivery
4th	<ul style="list-style-type: none"> • drama/plays 	<ul style="list-style-type: none"> • piece using dialogue (possible skit) 	<ul style="list-style-type: none"> • stories/plays/songs • thank a speaker (performer) when appropriate • evaluate speaker's (performer's) delivery 	<ul style="list-style-type: none"> • recite literature • pantomime as beginning of stage movement • use feedback to adjust delivery • conventions of delivery
5th	<ul style="list-style-type: none"> • drama/plays 	<ul style="list-style-type: none"> • piece using dialogue (possible skit) 	<ul style="list-style-type: none"> • stories/plays/songs • thank a speaker (performer) when appropriate • evaluate speaker's (performer's) delivery 	<ul style="list-style-type: none"> • role play a character • recite literature • pantomime as beginning of stage movement • use feedback to adjust delivery • conventions of delivery
6th	<ul style="list-style-type: none"> • drama 		<ul style="list-style-type: none"> • stories/plays/songs • evaluate speaker's (performer's) delivery 	<ul style="list-style-type: none"> • give 2-3 minute presentation • participate in a multi-character play • demonstrate audience awareness

Appendix B – Language Arts connection to Performing Arts

Grade	Reading	Writing	Listening	Speaking
7th	<ul style="list-style-type: none"> drama 		<ul style="list-style-type: none"> stories/plays/songs evaluate speaker's (performer's) delivery 	<ul style="list-style-type: none"> give 2-3 minute presentation participate in a multi-character play use body language, posture, gesture, and facial expressions
8th	<ul style="list-style-type: none"> drama 		<ul style="list-style-type: none"> stories/plays/songs evaluate speaker's (performer's) delivery 	<ul style="list-style-type: none"> read/recite a brief monologue from a character in a play/novel reinforce conventions of delivery
9th	<ul style="list-style-type: none"> drama-tragedy 	<ul style="list-style-type: none"> review a play/film or school production 	<ul style="list-style-type: none"> stories/plays/songs evaluate speaker's (performer's) delivery 	<ul style="list-style-type: none"> give 3-5 minute presentation read/recite literature participate in play from another culture or time reinforce conventions of delivery
10th	<ul style="list-style-type: none"> drams-tragedy and comedy 	<ul style="list-style-type: none"> review a play/film or school production 	<ul style="list-style-type: none"> stories/plays/songs evaluate speaker's (performer's) delivery 	<ul style="list-style-type: none"> give 3-5 minute presentation dramatic recitation of literature conventions of delivery
11th	<ul style="list-style-type: none"> drama-tragedy and comedy 	<ul style="list-style-type: none"> review a play/film or school production 	<ul style="list-style-type: none"> stories/plays/songs evaluate speaker's (performer's) delivery 	<ul style="list-style-type: none"> dramatic recitation of literature conventions of delivery
12th	<ul style="list-style-type: none"> drama-tragedy and comedy 	<ul style="list-style-type: none"> original piece based on reading (e.g. script for a play) 	<ul style="list-style-type: none"> stories/plays/songs evaluate speaker's (performer's) delivery 	<ul style="list-style-type: none"> dramatic recitation of literature conventions of delivery

Appendix C – Movement Descriptors

circle	swivel
line	right-hand star
backwards/forwards	circle right and left
in/out	reel
around	right hand around
open/shut (arms or legs)	promenade
bridge	charleston kick
bend	grapevine
bounce	basket hold
touch	skater's hold
stamp	allemande left
toe	grand right and left
knee up	cherkessiya
elbow swing	Schottische
do si do	polka
scissor kicks	yemenite
side step	