

# **New Mexico**

**Content Standards, Benchmarks, and Performance Standards**

**For**

# **Visual and Performing Arts K-12**

**Dance, Music, Theatre, and Visual arts**

**With Updated Benchmarks and  
Performance Standards Revisions, 2009**

Content Standards Originally Adopted April 1997 as part of 6NMAC3.2

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## Arts Content Standards and Index of Benchmarks and Performance Standards:

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## WHAT MAKES THE ARTS ESSENTIAL?

At the national level the arts are considered a core content area in the federally mandated *No Child Left Behind* legislation. This designation acknowledges the arts as being on an equal basis with all other content areas.

At the state level, the New Mexico Content Standards and Benchmarks for the Arts are mandated for students in grades K-8. The Standards are required in the arts electives for participating students in grades 9-12, and the state does have a fine arts or practical arts graduation requirement. *Arts and Entertainment* has been included as one of seven career clusters endorsed by the Governor's office for students, K-12, to consider as they become aware of, explore, and experience a variety of career opportunities.

*Literature and research published by a multitude of individuals and organizations all conclude that the arts are a hallmark of excellence in any school district. Nationwide there is a direct correlation between high performing schools and comprehensive, instructionally sound programs in visual and performing arts. What are the unique benefits of an education in the arts and why do the arts deserve an equal role in the education offered to our students?*

- The arts provide a set of tools for making critical choices as well as for creating, communicating, and understanding others' ideas. This makes them as essential to success in daily living as knowing how to read, write and compute.
- Education in the arts affects the quality of learning in all content areas and to the overall learning environment. In that capacity, the arts have been called upon to:
  - serve as the focal point for exploring and creating relationships across the curriculum
  - explore multicultural and historical perspectives in relation to the present
  - contribute to improved attendance and graduation rates
- The arts provide a context for learning those skills and personal qualities identified as essential for success in the workplace:
  - task analysis
  - problem solving
  - self-discipline and motivation
  - teamwork
  - critical thinking
  - resource management
  - understanding complex interrelationships
- Education in the arts provides students with the opportunities to use divergent modes of thinking and explore the notion that problems may have multiple solutions.
- The arts have appeal to and benefits for all students, regardless of their level of functional capacity.
- The arts have the unique capacity to engage students in three distinct modes: intellectually, emotionally, and physically, thus allowing for and appealing to divergent learning styles and intelligences.
- A comprehensive curriculum that includes the arts at all levels greatly enhances the credibility and attractiveness of the public education system as communities compete to recruit business and industry that can have a significant economic impact.

# FRAMEWORK

(adapted from the *National Standards for Arts Education, 1994*)

## Standards Provide a Foundation

Standards for arts education are critical for three reasons:

- Standards demonstrate the conviction that the arts need to be taught for their intrinsic value and their unique contribution to student learning.
- Standards help define the outcome of a quality program of arts education: a thorough grounding in a basic body of knowledge and skills that are required both to make sense and to make use of each of the arts disciplines, including the intellectual tools to make qualitative judgments about artistic products and expression.
- Standards provide a vision for competence and educational effectiveness. They present areas of content, expectations for student experience, and levels of student achievement without endorsing any particular philosophy of education, specific teaching methods or aesthetic points of view.

## Standards as a Means of Correlation and Integration

Beyond their significance as a unique set of skills and knowledge, the arts Standards can guide students in their discovery and exploration of connections between arts disciplines as well as across other content areas.

In this context, *correlation* can be defined as demonstrating specific similarities and differences when two content areas are considered side by side. *Integration* uses the resources of two or more disciplines in ways that are mutually reinforcing, often demonstrating an underlying unity. It is critical to note, however, that successful uses of correlation or integration strategies are dependent upon prior knowledge and competence within the arts disciplines involved, which must be maintained with full integrity.

## Standards as a Bridge to Historical and Cultural Diversity

The arts provide a variety of lenses for examining the artistic contributions of cultures worldwide. In the process, students learn that each art form has its own characteristics, distinct attributes and history. It is essential that issues of ethnicity, custom, tradition, religion, and gender (among others) be taken into consideration as well as artistic elements and aesthetic responses as these components are presented to students. In this capacity, the arts provide an invaluable means for teaching not only understanding and tolerance of other people, ideas, and cultures, but a genuine appreciation for difference and the idea that difference can be a strength that unites us collectively rather than a chasm that divides us.

## **Standards Incorporate Technology**

Existing and emerging technologies will always be a part of how changes in the arts disciplines are created, viewed, and taught. The use of technology in arts education is meaningful, however, only to the degree that it contributes to competence, and that contribution comes through informed instruction and experience. Used appropriately, technology can extend the reach of the both the art form and the learner.

The Standards should be considered as a catalyst for bringing the best arts-related technologies to bear on arts education and their implementation is not dependent upon access to or use of any particular technology. This is especially important since access to technology will vary greatly across the state. Successful incorporation of technology into student learning should be measured by the extent to which students achieve artistic and intellectual objectives, rather than how adept they are at mastering a given technology. The use of technology should increase students' ability to synthesize, integrate and construct new meanings from a wealth of new resources and information. The effective results should be that students come to understand the relationships among technical means, artistic technique, and artistic end.

## **Standards Allow for More Than Mere “Exposure”**

The existence of a Standards document in the arts assumes that students at all grade levels will be actively engaged in comprehensive, sequential programs of arts education that include creating, performing, and producing as well as study, analysis, and reflection. This implies that these programs provide consistent, timely instruction in the arts by any combination of “highly qualified” arts specialists, visiting artists, artists-in-residence, performance groups, trained volunteers and/or a variety of local arts-related resources. It also implies that these entities work in collaborative partnerships, with instructional goals to expand and deepen students' competence, that are informed and guided by the Standards.

# WHAT STUDENTS SHOULD KNOW AND BE ABLE TO DO IN THE ARTS

Adapted from *National Standards for Arts Education, 1994*

There are many routes to competence in the arts disciplines. Students may work in different arts at different times. Their study may take a variety of approaches. Their abilities may develop at different rates.

Competence in the arts can be defined in a variety of ways:

- It can refer to the ability to use an array of knowledge and skills that can include creation, performance, production, history, culture, perception, analysis, criticism, aesthetics, technology, and appreciation. Competence also refers to capabilities with these components themselves as well as understanding their interdependence.
- Competence can also refer to the ability to combine the content, perspectives, and techniques associated with these various components to achieve specific artistic and analytical goals.

Students work toward comprehensive competence from the very beginning, preparing in the lower grades for deeper and more rigorous work each succeeding year. As students grow in competence, their learning becomes more challenging and more rewarding. As students make progress in meeting these Standards, they learn to choose intelligently among many approaches that are likely to lead to the solution of an artistic or intellectual problem.

The Standards ask that students should know and be able to do the following by the time they have completed grade 12.

Students should:

- ***be able to communicate at a basic level in the four arts disciplines:*** dance, music, theatre and the visual arts. This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, technology, and intellectual methods for each arts discipline.
- ***be able to communicate proficiently in at least one art form,*** including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
- ***be able to develop and present basic analyses of works of art*** from structural, historical, and cultural perspectives, and from combinations of those perspectives. This includes the ability to understand and evaluate work in the various arts disciplines.
- ***have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods,*** and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.
- ***be able to relate various types of knowledge and skills within and across the arts disciplines as well as across other content areas.*** This includes mixing and matching competencies and understanding in art-making, history and culture, and analysis across the curriculum.

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# New Mexico

## Content Standards, Benchmarks, and Performance Standards

### For Visual and Performing Arts Strand:

# DANCE K-12

## With Updated Benchmarks and Performance Standards Revisions, June 2007

Content Standards Adopted April 1997 as part of 6NMAC3.2

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

At the national level the arts are considered a core content area in the federally mandated *No Child Left Behind* legislation. This designation acknowledges the arts as being on an equal basis with all other content areas.

At the state level, the New Mexico Content Standards and Benchmarks for the Arts are mandated for students in grades K-8. The Standards are required in the arts electives for participating students in grades 9-12, and the state does have a fine arts or practical arts graduation requirement. *Arts and Entertainment* has been included as one of seven career clusters endorsed by the Governor's office for students, K-12, to consider as they become aware of, explore, and experience a variety of career opportunities.

### Arts Content Standards (Dance, Music, Theatre, and Visual Arts):

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

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

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

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

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

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

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

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



<b>Strand: DANCE</b>	
<b>Content Standard 1: Learn and develop skills and technical demands unique to dance, music, theatre/drama, and visual art.</b>	
<b>K-4 BENCHMARK 1A: Demonstrate body <u>coordination</u> and awareness.</b>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	1. Identify different parts of the body and <u>improvise</u> movements that use parts alone and in combination with one another. 2. Participate in <u>movement studies (pattern or problem)</u> that combine <u>locomotor</u> (walk, run, gallop, hop, crawl) and <u>non-locomotor movements</u> (freeze, <u>balance</u> , stretch, twist, sway, swing).
<b>2-3</b>	1. Identify the major joints of the body (shoulders, elbows, wrists, spine, hips, knees, ankles) and explore their range of <u>motion</u> and <u>alignment</u> through exercises and improvisation. 2. Identify, demonstrate, and create increasingly varied combinations of locomotor (including skip, leap, roll, slither) and non-locomotor movements (including turns, kicks, <u>gestures</u> and balances)
<b>4-(6)</b>	1. Identify major muscles and bones of the body and explore and extend their <u>range of motion</u> through a variety of exercises and improvisational studies. 2. Create and perform for peers, movement studies that employ and combine a variety of locomotor and non-locomotor movements.
<b>K-4 BENCHMARK 1B: Identify and demonstrate the elements of <u>space</u>, <u>time</u> and <u>energy</u>.</b>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	1. Move responsibly in <u>personal</u> and <u>general (shared) space</u> . 2. Form <u>shapes</u> and create designs with one's own body and with other dancers (i.e. geometric shapes, letters, numbers, animals and objects) 3. Move through space using a variety of directions (forward, backward, sideways, diagonally, and turning) and <u>pathways</u> (curved, straight and zigzag) at low, middle and high <u>levels</u> . 4. Explore <u>rhythmic movement</u> , e.g. moving to a steady beat and responding to changes in tempo.
<b>2-3</b>	1. Create shapes and original designs with one's own body and with other dancers, accurately identifying symmetry and asymmetry and positive and negative space. 2. Identify and demonstrate with non-locomotor and locomotor movements, the use of varied spatial elements such as directions, pathways and levels. 3. Participate in movement explorations with drum or recorded music, demonstrating accuracy in moving with a steady beat and responding to changes in <u>tempo</u> . 4. Respond with movement to a variety of opposites that relate to <u>energy</u> , e.g. sharp/fluid, strong/delicate, swinging/shaking, active/resting, soft/hard, or light/heavy, free/controlled).
<b>4-(6)</b>	1. Demonstrate and describe shapes and designs (using appropriate vocabulary) made individually and in complementary relationships with others. 2. Create and perform for peers, movement studies that utilize directions, pathways, levels, individually and in groups. 3. Demonstrate accuracy in movement explorations built upon increasingly demanding rhythmic patterns, tempos and meters. 4. Demonstrate a broader range of movement qualities with respect to energy, e.g. passive/active, bound/free, firm/fine, sustained/sudden.

<b>Strand: DANCE</b>	
<b>Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.</b>	
<b>K-4 BENCHMARK 2A:</b> <i>Use the elements of movement to express imaginative, literary and personal themes.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	1. Express personal feelings and experiences through movement and gestures.
	2. Respond to the actions, emotion and mood of a story or poem with movement.
<b>2-3</b>	1. Develop and refine movements and gestures to express emotions, memories or personal stories.
	2. Select from a variety of movements to accurately communicate the intention of an experience, idea, theme or story.
<b>4-(6)</b>	1. Demonstrate movements and gestures to express emotions, memories or personal stories.
	2. Select from a variety of movements to create a movement study that accurately communicates the intention of an experience, idea, theme or story.
<b>K-4 BENCHMARK 2B:</b> <i>Observe and respond to a variety of formal and informal dance performances.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	1. Describe how dance is differentiated from other movement activities (sports and work related activities).
	2. Use personal ideas to respond to observations of formal and informal dance performances.
<b>2-3</b>	1. Identify and communicate the ideas, experiences or feelings expressed by the movements.
	2. Explain what a specific dance communicates or expresses.
<b>4-(6)</b>	1. Take an active role in a class discussion about interpretations of and reactions to a dance.
	2. Discuss similarities and differences in the experience of a dance as reported by the dancers and by the observers.

<b>Strand: DANCE</b>	
<b>Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.</b>	
<b>K-4 BENCHMARK 3A:</b> <i>Explore connections between the elements of dance and other arts disciplines.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	1. Participate in activities that combine dance with other arts disciplines.
<b>2-3</b>	1. Create a dance that uses a concept found in another arts discipline.
<b>4-(6)</b>	1. Create a project that shows understanding of an element of dance that is shared with another discipline (e.g., <i>pattern</i> in dance and visual arts).
<b>K-4 BENCHMARK 3B:</b> <i>Explore connections between the elements of dance and other content areas.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	1. Generate inventive movement suggested by other content areas (e.g., math, language arts, science, social studies).
<b>2-3</b>	1. Identify movement as described in a variety of content areas (e.g., pathways and force of weather; shapes and actions of animals; intersections, pathways and interruptions of transportation; shapes and spatial relationships of geometry) and respond through movement.
<b>4-(6)</b>	1. Use dance to illustrate the movement that is inherent in other content areas.

<b>Strand: DANCE</b>	
<b>Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.</b>	
<b>K-4 BENCHMARK 4A:</b> <i>Understand and apply <a href="#">choreographic principles</a>, and <a href="#">compositional forms</a>.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	1. Participate in movement activities that explore the principles of unity, variety and contrast (mirroring and contrasting movements).
	2. Create a dance with a narrative form (based on the sequence of events of a story or song).
<b>2-3</b>	1. Create movement sequences that explore the choreographic principles of unity, variety, contrast, and repetition.
	2. Create an original movement sequence with three distinct parts: a beginning, middle and end ( <a href="#">ABA</a> or <a href="#">ABC</a> ).
<b>4-(6)</b>	1. Create movement sequences that explore the choreographic principles of unity, variety, contrast, repetition, harmony, emphasis and balance.
	2. Create a movement study that utilizes the compositional forms of <a href="#">recurring theme</a> , and <a href="#">chance dance</a> .

<b>Strand: DANCE</b>	
<b>Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</b>	
<b>K-4 BENCHMARK 5A:</b> <i>Develop and use vocabulary that is unique to dance.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	1. Observe, in a group, formal and informal performances; discuss reactions and reasons for responses.
<b>2-3</b>	1. Observe formal and informal performances and use the elements of dance and choreographic principles to analyze performances.
<b>4-(6)</b>	1. Observe formal and informal performances and use the elements of dance and choreographic principles to analyze and critique performances.

<b>Strand: DANCE</b>	
<b>Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</b>	
<b>K-4 BENCHMARK 6A:</b> <i>Develop knowledge and understanding of human diversity through dance.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	1. Identify, through observation and experience, how dance is common to all cultures.
<b>2-3</b>	1. Demonstrate understanding, through observation and experience, that folk and social dances are common to all world cultures.
<b>4-(6)</b>	1. Perform and discuss folk and social dances from various local and world cultures and other historical periods.

<b>Strand: DANCE</b>	
<b>Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</b>	
<b>K-4 BENCHMARK 7A:</b> <i>Expand dance horizons through the use of technology.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	1. Use a variety of media to experience dances from other cultures.
<b>2-3</b>	1. View and respond to a variety of dances from other cultures and infer the influence of media and technology.
<b>4-(6)</b>	1. View and respond to a variety of dances from other cultures and discuss the influence of media and technology.
	2. Use media (e.g., photography, video) to create, record, reflect upon and critique personal dance experiences.

<b>Strand: DANCE</b>	
<b>Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.</b>	
<b>K-4 BENCHMARK 8A:</b> <i>Share dance abilities and knowledge with the community through formal and informal dance presentations.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	1. Participate in informal creative dance presentations.
<b>2-3</b>	1. Participate in informal and formal dance presentations.
<b>4-(6)</b>	1. Participate in dance presentations, both informal and choreographed, for school and larger community.



<b>Strand: DANCE</b>	
<b>Content Standard 1: Learn and develop skills and technical demands unique to dance, music, theatre/drama, and visual art.</b>	
<b>6-8 BENCHMARK 1A:</b> <i>Demonstrate kinesthetic awareness.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	1. Identify major muscles and bones of the body and demonstrate appropriate skeletal alignment, balance, flexibility and strength.
	2. Create and perform original sequences that demonstrate knowledge of locomotor and non-locomotor movements.
<b>6-8 BENCHMARK 1B:</b> <i>Identify and demonstrate the elements of space, time and energy.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	1. Demonstrate and describe shapes and designs (using appropriate vocabulary) made individually and in complementary relationships with others.
	2. Create, memorize and perform for peers, movement studies that utilize spatial patterns, individually and in groups.
	3. Identify the vocabulary of time (speed, rhythmic pattern, stillness, duration) and apply with increasing complexity.
	4. Demonstrate a broader range of movement qualities with respect to energy, e.g., sharp, smooth, shaky, sudden, sustained, swinging, twisting, collapsing and percussive.

<b>Strand: DANCE</b>	
<b>Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.</b>	
<b>6-8 BENCHMARK 2A:</b> <i>Use the elements of movement to express imaginative, literary and personal themes.</i>	
<b>GRADES</b> <b>6-8</b>	<b>PERFORMANCE STANDARDS</b>
	1. Use improvisation to explore, discover, and create movement phrases based on emotions, memories or personal stories.
	2. Choose from a variety of movements to create movement studies that accurately communicate the intention of an experience, idea, theme or story.

<b>Strand: DANCE</b>	
<b>Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.</b>	
<b>6-8 BENCHMARK 3A:</b> <i>Explore connections between dance and other arts disciplines.</i>	
<b>GRADES</b> <b>6-8</b>	<b>PERFORMANCE STANDARDS</b>
	1. Create a dance project that integrates two or more arts disciplines; e.g., dance and art (relating concepts of line or pattern to both disciplines).
<b>6-8 BENCHMARK 3B:</b> <i>Explore connections between dance and other content areas.</i>	
<b>GRADES</b> <b>6-8</b>	<b>PERFORMANCE STANDARDS</b>
	1. Use dance to illustrate the movement that is inherent in other content areas.
	2. Create a dance project that integrates other subject matter (relationships, current events, social issues, nature, literature, history, environmental themes, etc.).

<b>Strand: DANCE</b>	
<b>Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.</b>	
<b>6-8 BENCHMARK 4A:</b> <i>Understand and apply choreographic principles, processes and structures.</i>	
<b>GRADES 6-8</b>	<b>PERFORMANCE STANDARDS</b>
	1. Create movement sequences that explore the choreographic principles of unity, variety, contrast, repetition, harmony, abstraction, emphasis and balance.
	2. Choreograph using a variety of compositional forms (ABA, <a href="#">canon</a> , <a href="#">rondo</a> , chance dance and <a href="#">narrative</a> ).

<b>Strand: DANCE</b>	
<b>Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</b>	
<b>6-8 BENCHMARK 5A:</b> <i>Develop and use vocabulary that is unique to dance.</i>	
<b>GRADES</b> <b>6-8</b>	<b>PERFORMANCE STANDARDS</b> 1. Observe choreography (live and/or recorded) and discuss, analyze, and evaluate choreographic choices using appropriate dance vocabulary (see glossary).

<b>Strand: DANCE</b>	
<b>Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</b>	
<b>6-8 BENCHMARK 6A:</b> <i>Develop knowledge and understanding of human diversity through dance.</i>	
<b>GRADES</b> <b>6-8</b>	<b>PERFORMANCE STANDARDS</b>
	1. Study dances from other cultures and other historical periods.
	2. Identify and compare movements, music and costume in historical, cultural and contemporary dances.
<b>6-8 BENCHMARK 6B:</b> <i>Investigate the role of dance in historical and contemporary cultures</i>	
<b>GRADES</b> <b>6-8</b>	<b>PERFORMANCE STANDARDS</b>
	1. Observe and discuss the different functions of dance in various cultures (e.g., ceremony, entertainment, social interaction, etc.).

<b>Strand: DANCE</b>	
<b>Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</b>	
<b>6-8 BENCHMARK 7A:</b> <i>Expand dance horizons through the use of technology.</i>	
<b>GRADES</b> <b>6-8</b>	<b>PERFORMANCE STANDARDS</b>
	1. Use a variety of resources (e.g., print, recordings, internet, etc.) to research dance from other cultures and historical periods.
	2. Demonstrate through discussion the ways that technology influences dance and movement.

<b>Strand: DANCE</b>	
<b>Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.</b>	
<b>6-8 BENCHMARK 8A:</b> <i>Share dance abilities and knowledge with the community through formal and informal dance presentations.</i>	
<b>GRADES</b> <b>6-8</b>	<b>PERFORMANCE STANDARDS</b>
	1. Participate in dance presentations, both informal and choreographed, for school and the larger community.
<b>6-8 BENCHMARK 8B:</b> <i>Participate in community dance events.</i>	
<b>GRADES</b> <b>6-8</b>	<b>PERFORMANCE STANDARDS</b>
	1. Participate in informal and formal dance presentations that reflect the interests and culture of the community.



<b>Strand: Dance</b>	
<b>Content Standard 1: Learn and develop skills and technical demands unique to dance, music, theatre/drama, and visual art.</b>	
<i>Due to the reality that students may enter studies in dance at various grade levels, teachers will need to adapt objectives accordingly for students who have received no prior education in dance. Students at the high school level will have the option of studying dance as an area of interest or as a career possibility.</i>	
<b>9-12 BENCHMARK 1A: Demonstrate kinesthetic awareness</b>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	1. Demonstrate appropriate skeletal alignment, body part articulation, balance, flexibility and strength.
	2. Demonstrate coordination in locomotor and non-locomotor (axial) movements.
<b>9-12 BENCHMARK 1B : Identify and demonstrate the elements of space, time and energy</b>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
	1. Demonstrate and describe shapes and designs (using appropriate vocabulary) made individually and in complementary relationships with others.
	2. Move with purpose and intent on all levels (low, middle, high)
	3. Move with awareness of own personal space and relationships to other dancers in a group
	4. Move through space using a variety of directions and pathways.
	5. Identify the vocabulary of time (speed, rhythmic pattern, stillness, duration, acceleration) and apply with increasing complexity.
	6. Demonstrate ability to phrase movement with musicality
	7. Demonstrate a broader range of movement qualities with respect to energy, e.g. strong, gentle, sharp, smooth, percussive, sustained, swinging, twisting, and collapsing.
<b>9-12 BENCHMARK 1C : Perform complex movement sequences from different dance styles or traditions consistently and reliably, with projection and artistic expression</b>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	1. Build and apply dance terminology appropriate to a given style (e.g. Flamenco, Ballet, Jazz, etc.)
	2. Memorize and demonstrate extended movement sequences

<b>Strand: Dance</b>	
<b>Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.</b>	
<b>9-12 BENCHMARK 2A:</b> <i>Use the elements of movement to express imaginative, personal and literary themes.</i>	
<b>GRADES</b> <b>9-12</b>	<b>PERFORMANCE STANDARDS</b>
	1. Use improvisation to explore, discover, and create movement phrases based on emotions, memories, or personal stories.
	2. Utilize improvisation to generate movement themes for individual and group expression.
	3. Choose from a variety of movements to create movement studies that accurately communicate the intention of an experience, idea, theme or story.

<b>Strand: Dance</b>	
<b>Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.</b>	
<b>9-12 BENCHMARK 3A:</b> <i>Explore connections between dance and other arts disciplines.</i>	
<b>GRADES</b> <b>9-12</b>	<b>PERFORMANCE STANDARDS</b>
	1. Create a dance project that integrates two or more arts disciplines.
	2. Respond to a dance through another arts discipline (music, drama, architecture or visual arts).
<b>9-12 BENCHMARK 3B:</b> <i>Explore connections between dance and other content areas.</i>	
<b>GRADES</b> <b>9-12</b>	<b>PERFORMANCE STANDARDS</b>
	1. Create a dance project that integrates other subject matter (relationships, current events, social issues, physics, nature, literature, history, environmental themes, etc.).

<b>Strand: Dance</b>	
<b>Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.</b>	
<b>9-12 BENCHMARK 4A:</b> <i>Understand and apply choreographic principles, processes and structures.</i>	
<b>GRADES</b> <b>9-12</b>	<b>PERFORMANCE STANDARDS</b>
	1. Create a sequence with a beginning, middle and end and identify each of these parts of the sequence.
	2. Choreograph using a variety of compositional forms: ABA, canon, rondo and narrative.
	3. Create movement sequences that explore the choreographic principles of unity, variety, contrast, repetition, harmony, abstraction, emphasis and balance.

<b>Strand: Dance</b>	
<b>Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</b>	
<b>9-12 BENCHMARK 5A:</b> <i>Develop a set of aesthetic criteria for evaluating choreography</i>	
<b>GRADES 9-12</b>	<b>PERFORMANCE STANDARDS</b>
	1. Perform a movement study or dance for peers and discuss reasons for your choreographic choices.
	2. Give feedback to peers that reports on the movement content, qualities and forms noticed in their dance.
	3. Observe a variety of professional choreography (live or recorded) and discuss, analyze, and evaluate choreographic choices.

<b>Strand: Dance</b>	
<b>Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</b>	
<b>9-12 BENCHMARK 6A:</b> <i>Develop knowledge and understanding of human diversity through dance</i>	
<b>GRADES</b> <b>9-12</b>	<b>PERFORMANCE STANDARDS</b>
	1. Study dances from other cultures and other historical periods.
	2. Identify and compare costume, gesture, rhythmic structure, music, and choreographic forms in historical, cultural and contemporary dances.
<b>9-12 BENCHMARK 6B: Investigate the role of dance in historical and contemporary cultures</b>	
<b>GRADES</b> <b>9-12</b>	<b>PERFORMANCE STANDARDS</b>
	1. Observe and discuss the different functions of dance in various cultures (e.g., ceremony, entertainment, social interaction, etc.)
	2. Observe and analyze commonalities in contemporary dance styles of various cultures.

<b>Strand: Dance</b>	
<b>Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</b>	
<b>9-12 BENCHMARK 7A:</b> <i>Expand dance horizons through the use of technology.</i>	
<b>GRADES</b> <b>9-12</b>	<b>PERFORMANCE STANDARDS</b>
	1. Use a variety of resources (e.g., print, recordings, internet, etc.) to research dance from other cultures and historical periods.
	2. Create a dance using technology (music, lighting, video, slide projection, etc.) to enhance the mood of a dance.
	3. Discuss historical and contemporary images of the body and how these images have changed through the influence of contemporary media and technology.

<b>Strand: Dance</b>	
<b>Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.</b>	
<b>9-12 BENCHMARK 8A:</b> <i>Share dance abilities and knowledge with the community through formal and informal dance presentations.</i>	
<b>GRADES</b> <b>9-12</b>	<b>PERFORMANCE STANDARDS</b>
	1. Participate in dance presentations, both informal and choreographed, for the school and the larger community.
	2. Support a community dance presentation in a non-dance aspect of the production (costumes, technical theatre, marketing, etc.
<b>9-12 BENCHMARK 8B: Participate in community dance events</b>	
<b>GRADES</b> <b>9-12</b>	<b>PERFORMANCE STANDARDS</b>
	1. Participate in informal and formal dance presentations that reflect the interests and culture of the community.



## Glossary of Dance Terms

**AB:** A two-part compositional form with an A theme and a B theme; the binary form consists of two distinct, self-contained sections that share either a character or quality (such as the same tempo, movement quality, or style).

**ABA:** A three-part compositional form in which the second section contrasts with the first section. The third section is a restatement of the first section.

**ABC:** A three-part compositional form with three contrasting sections.

**abstraction:** An idea or concept conveyed through movement and removed from its original context.

**accent:** A strong movement or gesture.

**action:** A movement event.

**aesthetic criteria:** Standards on which to make judgments about the artistic merit of a work of art.

**alignment:** The relationship of the skeleton to the line of gravity and base of support.

**axial movement:** Movement anchored to one spot by a body part. Only the available space in any direction is used while the initial body contact is being maintained. Movement is organized around the axis of the body and is not designed for travel from one location to another. Also known as non-locomotor movement. Examples include stretching, bending, turning in place, gesturing.

**balance:** A state of equilibrium referring to the balance of weight or the spatial arrangement of bodies. Designs may be balanced on both sides of center (symmetrical) or balanced off center (asymmetrical).

**call and response:** A structure that is most often associated with African music and dance forms, although it is also used elsewhere. One soloist/group performs with the second soloist/group entering "in response" to the first.

**canon:** A passage, movement sequence, or piece of music in which the parts are done in succession, overlapping one another.

**chance/chance dance:** Method of reordering a dance phrase and to find multiple variations; elements are specifically chosen and defined but randomly structured to create a dance or movement phrase.

**choreography:** The creation and composition of dances by arranging or inventing steps, movements, and patterns of movements.

**choreographic:** Describes a dance sequence that has been created with specific intent.

## NM Standards and Benchmarks- Dance

**choreographic structure:** The specific compositional forms in which movement is structured to create a dance.

**classical:** Dance that has been developed into highly stylized structures within a culture. Generally developed within the court or circle of power in a society.

**compositional forms:** The overall structural organization of a dance or music composition.

**contrast:** To set side by side to emphasize differences. In dance two contrasting movements might differ in energy; space (size, direction, level); design (symmetrical/asymmetrical, open/close); timing (fast/slow, even/uneven); or two or more different themes or patterns.

**coordination:** Elements of coordination include: spatial awareness, timing, balance and combining several movements into a sequence

**dance:** Movement selected and organized for aesthetic purposes or as a medium of expression rather than for its function as work or play.

**dance phrase:** A partial dance idea composed of a series of connecting movements and similar to a sentence in the written form.

**dance sequence:** The order in which a series of movements and shapes occurs.

**dance study:** A short work of dance that investigates a specific idea or concept and shows a selection of movement ideas. It can be improvised or composed.

**discuss:** To engage in oral, written, or any other appropriate form of presentation.

**dynamics:** The expressive content of human movement, sometimes called qualities or efforts. Dynamics manifest the interrelationships among the elements of space, time, and force/energy. See also movement quality.

**elements:** The use of the body moving in space and time with force/energy.

**elevation:** The body's propulsion into the air away from the floor, such as in a leap, hop, or jump.

**energy:** An element of dance characterized by the release of potential energy into kinetic energy. It utilizes body weight, reveals the effects of gravity on the body, is projected into space, and affects emotional and spatial relationships and intentions. The most recognized qualities of movement are sustained, percussive, suspended, swinging, and collapsing.

**focus:** In general, a gathering of forces to increase the projection of intent. In particular, it refers to the dancer's line of sight.

**Folk:** Dances that are usually created and performed by a specific group within a culture. Generally these dances originated outside the courts or circle of power within a society.

## NM Standards and Benchmarks- Dance

**folk/traditional dance:** Dance associated with a nationalistic purpose, usually performed today as a surviving portion of a traditional celebration and done for social gatherings or as recreation.

**general space (shared space):** A way of managing groups of dancers in a space during improvisation. Dancers take responsibility for monitoring the distance between them to avoid touching.

**gesture:** The movement of a body part or combination of parts, with emphasis on the expressive aspects of the move. It includes all movements of the body not supporting weight.

**Improvisation (improvise):** Movement created spontaneously that ranges from free-form to highly structured environments, always including an element of chance.

**Initiation:** Point at which a movement is said to originate. This particularly refers to specific body parts and is generally said to be either distal (from the limbs or head) or central (from the torso).

**isolation:** Movement done with one body part or a small part of the body. Examples are rolling the head, shrugging the shoulders, and rotating the pelvis.

**kinesphere:** The movement space, or the space surrounding the body in stillness and in motion, which includes all directions and levels both close to the body and as far as the person can reach with limbs or torso. See personal space.

**kinesthetic:** Refers to the ability of the body's sensory organs in the muscles, tendons, and joints to respond to stimuli while dancing or viewing a dance.

**kinesthetic principles:** Physics principles that govern motion, flow, and weight in time and space, including, for example, the law of gravity, balance, and centrifugal force.

**levels:** The divisions of space relative to the body: low (near the floor), middle (around the waist) and high (occupied when reaching or leaping).

**locomotor / locomotor movement:** Movement progressing through space from one spot to another. Basic locomotor movements include walking, running, galloping, jumping, hopping, skipping, sliding, leaping.

**meter:** An organizing pattern of rhythmic pulses used in music and dance. Meter is designated by a fraction such as 4/4 or 3 / 4.

**movement pattern:** A repeated sequence of movement ideas, a rhythmic movement sequence, a spatial design on the floor or in the air, or a specific relationship or grouping of people.

**movement problem:** A specific focus or task that serves as a point of departure for exploration and composing, usually with specific criteria.

## NM Standards and Benchmarks- Dance

**movement quality:** The identifying attributes created by the release, follow-through, and termination of energy, which are key to making movement become dance. Typical terms denoting qualities include sustained, swing, percussive, collapse, and vibratory and effort combinations such as float, dab, punch, and glide.

**movement theme:** A complete idea in movement that is manipulated and developed within a dance.

**musicality:** The attention and sensitivity to the musical elements of dance while creating or performing.

**narrative:** Sequence of events of a story or song

**non-locomotor movement:** See axial movement.

**Palindrome:** A choreographic structure used with a phrase or longer sequence of movement in which the phrase, for example, is first performed proceeding from movement 1 to movement 2, etc.; when the last movement of the phrase is completed, the phrase is retrograded from the penultimate movement to the first movement.

**pathways:** A line along which a person or a part of the person, such as an arm or head, moves (e. g., her arm took a circular path, or he traveled along a zigzag pathway).

**personal space:** The volume of space around a person defined by the extent of reach in all directions; kinesphere.

**phrase:** A brief sequence of related movements that has a sense of rhythmic completion.

**principles of choreography (choreographic principles):** The presence of unity, continuity (transitions), and variety (contrasts and repetition) in choreography.

**projection:** A confident presentation of one's body and energy to communicate movement and meaning vividly to an audience. It also refers to performance quality.

**pulse:** The underlying and consistent beat.

**range of motion:** The extent to which a joint allows movement. Dance stretches and exercises are often designed to extend this range.

**reordering:** A choreographic process in which known and defined elements (specific movements, movement phrases, etc.) are separated from their original relationship and restructured in a different pattern.

**repetition:** The duplication of movements or movement phrases within choreography.

**rhythmic acuity:** The physical, auditory recognition of various complex time elements.

## NM Standards and Benchmarks- Dance

**rhythmic movement:** Moving in a structure of patterns in time; a movement with a regular succession of strong and weak elements; the pattern produced by emphasis and duration of notes in music.

**rondo:** A form in which the principal theme is repeated several times, with short sections based on different themes in between each restatement of the opening theme.

**shape:** The positioning of the body in space: curved, straight, angular, twisted, symmetrical, or asymmetrical.

**space:** An element of dance that refers to the immediate spherical space surrounding the body in all directions. Use of space includes shape, direction, path, range, and level of movement. Space is also the location of a performed dance.

**spatial:** Of or relating to space or existing in space.

**style:** A distinctive manner of moving; the characteristic way dance is done, created, or performed that identifies the dance of a particular performer, choreographer, or period.

**technique:** The physical skills of a dancer that enable him or her to execute the steps and movements required in different dances. Different styles or genres of dance often have specific techniques.

**technology:** Electronic media (such as video, computers, or lasers) used as tools to create, learn, explain, document, analyze, or present dance.

**tempo:** The speed of music or a dance.

**theatrical:** Dance genres primarily developed for the stage (such as jazz and tap).

**theme:** The unifying subject or idea; in music, the principal melody.

**time:** An element of dance involving rhythm, phrasing, tempo, accent, and duration. Time can be metered, as in music, or based on body rhythms, such as breath, emotions, and heartbeat.

**traditional dance:** The term "traditional" is used to denote those dances and dance forms that have arisen out of the tradition of a people, such as the folk dances of indigenous peoples of Europe or other areas.

**transition:** The bridging point at which a single movement, the end of a phrase, or even the end of a larger section of a dance progresses into the next movement, phrase, or sequence.

**unison:** Dance movement that takes place at the same time in a group.

**unity:** The feeling of wholeness in a dance achieved when all of the parts work well together.

## NM Standards and Benchmarks- Dance

**variety in dance:** A quantity or range of different things. To maintain audience interest, the composition choreographer must provide variety within the development of the dance. Contrasts in the use of space, force, and spatial designs as well as some repetition of movements and motifs provide variety.

**warmup:** Movements and/or movement phrases designed to raise the core body temperature and bring the mind into focus for the dance activities to follow.

# New Mexico

## Content Standards, Benchmarks, and Performance Standards

### For Visual and Performing Arts Strand:

# MUSIC K-12

## With Updated Benchmarks and Performance Standards Revisions, June 2007

Content Standards Adopted April 1997 as part of 6NMAC3.2

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

At the national level the arts are considered a core content area in the federally mandated *No Child Left Behind* legislation. This designation acknowledges the arts as being on an equal basis with all other content areas.

At the state level, the New Mexico Content Standards and Benchmarks for the Arts are mandated for students in grades K-8. The Standards are required in the arts electives for participating students in grades 9-12, and the state does have a fine arts or practical arts graduation requirement. *Arts and Entertainment* has been included as one of seven career clusters endorsed by the Governor's office for students, K-12, to consider as they become aware of, explore, and experience a variety of career opportunities.

### Arts Content Standards (Dance, Music, Theatre, and Visual Arts):

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

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

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

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

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

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

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

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

<b>Strand: MUSIC</b>	
<b>Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual art.</b>	
<b>K-4 BENCHMARK 1A:</b> <i>Sing and play instruments with appropriate techniques while maintaining a steady beat.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Develop appropriate singing techniques and range. (E-B) (b) Develop appropriate instrument playing techniques.
<b>2-3</b>	(a) Perform a simple accompaniment (body percussion, rhythm band instruments, Orff instruments, etc.) while singing a simple song. (b) Develop appropriate singing techniques and range. (D-D)
<b>4-(6)</b>	(a) Sing, alone and with others, with correct <a href="#">pitch</a> , <a href="#">rhythm</a> , <a href="#">timbre</a> , <a href="#">diction</a> , <a href="#">posture</a> and <a href="#">range</a> . (b) Play alone and with others on instruments (pitched and unpitched) with good rhythmic and <a href="#">ensemble</a> skills. (c) Sing and/or play <a href="#">two-part rounds</a> , <a href="#">partner songs</a> , simple <a href="#">descants</a> , unison songs, and simple accompaniments. (d) Develop sight reading skills using simple melodic and rhythmic patterns.
<b>K-4 BENCHMARK 1B:</b> <i>Identify timbre (tone quality) of various families of instruments.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Make music using body percussion and simple rhythm band instruments.
<b>2-3</b>	(a) Make music using body percussion, Orff instruments, and world folk instruments.
<b>4-(6)</b>	(a) Distinguish the sounds produced by woodwind, brass, percussion, string, and keyboard instruments.
<b>K-4 BENCHMARK 1C:</b> <i>Acquire beat and rhythmic competency skills.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Demonstrate a steady beat through movement, instruments, and speech pieces.
<b>2-3</b>	(a) Demonstrate rhythmic competency through / reading / performing / creating rhythms / movements.
<b>4-(6)</b>	(a) Demonstrate rhythmic independence by combining beat and rhythm patterns in solo/ <a href="#">ensemble</a> situations / movement. (b) Explore simple <a href="#">meter</a> groupings (aurally, visually in notation and through conducting patterns).
<b>K-4 BENCHMARK 1D:</b> <i>Identify basic musical notation and symbols.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Use <a href="#">iconic notation</a> to identify steady beat and/or melodic direction.
<b>2-3</b>	(a) Identify simple rhythmic and melodic notation.
<b>4-(6)</b>	(a) Make music by reading notation and musical symbols. (b) Notate simple melodic and rhythmic patterns using standard musical notation.



<b>Strand: MUSIC</b>	
<b>Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.</b>	
<b>K-4 BENCHMARK 2A:</b> <i>Understand how music expresses ideas.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Use descriptive vocabulary when responding to musical examples.
<b>2-3</b>	(a) Recognize and respond to different genres of music
<b>4-(6)</b>	(a) Identify ways in which music can express, non-verbally, various emotions or events.
	(b) Create and perform pieces using graphic/iconic notation and standard musical notation to express an idea or concept.
	(c) Use correct musical terminology in discussing and responding to music.

<b>Strand: MUSIC</b>	
<b>Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.</b>	
<b>K-4 BENCHMARK 3A:</b> <i>Identify terms common to the various art forms.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Explore the relationship between music elements and basic elements of other arts disciplines.
<b>2-3</b>	(a) Identify the relationship between music elements and basic elements of other arts disciplines
<b>4-(6)</b>	(a) Communicate an understanding of the music elements as they relate to basic elements of other arts disciplines.
<b>K-4 BENCHMARK 3B:</b> <i>Develop musical accompaniments related to other art forms or content areas.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Use body percussion or rhythm instruments to accompany a song or speech piece.
<b>2-3</b>	(a) Develop <a href="#">ostinato</a> patterns based on key concepts or facts related to another content area.
<b>4-(6)</b>	(a) Read, write, and perform musical accompaniments.
<b>K-4 BENCHMARK 3C:</b> <i>Identify how music can support and enhance other disciplines.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Make simple connections between music and other content areas.
<b>2-3</b>	(a) Identify commonalities (i.e. terms, concepts, media, etc.) between music and other disciplines.
<b>4-(6)</b>	(a) Discuss and demonstrate relationships of music to other disciplines: (i.e. reading—the ongoing, horizontal flow of words akin to the movement of music; social studies – how music of a culture helps to define and understand that culture; mathematics—the rhythm of music is expressed numerically; science—the movement of sound as a physical phenomenon.)

<b>Strand: MUSIC</b>	
<b>Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.</b>	
<b>K-4 BENCHMARK 4A:</b> <i>Understand why music is created and how it is used.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Develop an awareness of where music is found in the daily environment.
<b>2-3</b>	(a) Identify the role and purpose music plays in daily life (i.e. entertainment, religion, civic affairs, military.)
	(b) Identify different careers in music.
<b>4-(6)</b>	(a) Discuss different motivating factors which have inspired the creation of music including historical figures, nature, events, literature, drama, etc.
<b>K-4 BENCHMARK 4B:</b> <i>Understand how music is created.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Demonstrate call and response, create simple rhythmic and melodic ostinati, and create simple melodies for everyday tasks.
	(b) Improvise a rhythmic or melodic response to a musical question.
<b>2-3</b>	(a) Perform and label simple forms in music such as: <a href="#">AB</a> , <a href="#">ABA</a> , <a href="#">Rondo</a> , Theme and Variation.
	(b) Improvise on an existing melody or accompaniment.
	(c) Explore a variety of sound sources for composing or improvising accompaniments or “found sound” pieces.
<b>4-(6)</b>	(a) Apply learned musical elements (i.e. rhythm, melody, form, timbre, tempo, dynamics, etc.) to compose a simple melody.
	(b) Improvise rhythmic and melodic phrase endings, ostinato patterns, and variations on familiar themes.

<b>Strand: MUSIC</b>	
<b>Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</b>	
<b>K-4 BENCHMARK 5A:</b> <i>Identify simple music forms when presented aurally.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Identify repeated patterns in music.
<b>2-3</b>	(a) Identify AB, ABA, and rondo.
<b>4-(6)</b>	(a) Identify <a href="#">theme</a> and <a href="#">variation</a> and <a href="#">verse/refrain</a> .
<b>K-4 BENCHMARK 5B:</b> <i>Identify the sounds of more familiar instruments as well as treble and bass voices.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Distinguish between, woods, metals, and drums.
	(b) Distinguish between a man's voice, a woman's voice, and a child's voice.
	(c) Distinguish between speaking, whispering, singing, and calling/shouting voice.
<b>2-3</b>	(a) Understand how different instruments generate sound including shakers (maracas, jingle bells), scrapers (guiro, sand blocks), struck instruments (triangle, wood block), drums and blown instruments (recorders).
	(b) Distinguish various singing voices (i.e. soprano, bass).
<b>4-(6)</b>	(a) Identify four orchestral families (strings, woodwinds, brass, percussion).
	(b) Identify at least two individual instruments from each orchestral family by sight and sound.
	(c) Identify vocal and instrumental ensembles (i.e. duet, choir, symphony orchestra, band, etc.)
<b>K-4 BENCHMARK 5C:</b> <i>Use appropriate terminology to discuss responses and reactions to particular musical works.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Describe various pieces of music using terms such as fast, slow, high, low, loud, soft, and various mood descriptors.
<b>2-3</b>	(a) Using appropriate musical terminology, discuss and rationalize personal preferences about music in general and as related to a specific piece of music.
<b>4-(6)</b>	(a) Using appropriate musical terminology, compare/contrast various styles and genre of music.

<b>Strand: MUSIC</b>	
<b>Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</b>	
<b>K-4 BENCHMARK 6A:</b> <i>Identify and perform a varied repertoire from historical periods and diverse cultures with emphasis on the music and the cultures of NM.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Sing songs from different cultures and/or in different languages.
	(b) Perform songs and musical games from New Mexico cultures.
<b>2-3</b>	(a) Perform music from various cultures and discuss same and different elements in each.
	(b) Perform songs and musical games from New Mexico cultures.
<b>4-(6)</b>	(a) Study and perform music from various cultures with an emphasis on historical and cultural connections.
	(b) Study and perform music representative of the cultures found in New Mexico.
	(c) Identify specific musical characteristics unique to a country or cultural style of music.

<b>Strand: MUSIC</b>	
<b>Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</b>	
<b>K-4 BENCHMARK 7A:</b> <i>Understand how various instruments have evolved.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Explore how instruments have developed and evolved from materials found in the environment.
<b>2-3</b>	(a) Discuss and classify instruments based on origins.
<b>4-(6)</b>	(a) Discuss and Identify how instruments have developed from natural materials to man-made materials.
	(b) Discuss similarities and differences among folk instruments across cultures.
	(c) Discuss how the development of electronic instruments has influenced contemporary music.
<b>K-4 BENCHMARK 7B:</b> <i>Use appropriate music technology.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Explore and experience traditional and non-traditional instruments.
	(b) Identify and label electronic technology used in music (i.e. stereo, CD's, microphones, mp3 devices, electronic instruments, etc.)
<b>2-3</b>	(a) Use recording and playback technology and music skill training software.
<b>4-(6)</b>	(a) Understand how music technology is an extension of the traditional music curriculum.

<b>Strand: MUSIC</b>	
<b>Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.</b>	
<i>K-4 BENCHMARK 8A: Model appropriate audience behavior at live concert performances.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Understand the role of the audience.
<b>2-3</b>	(a) Understand and exhibit proper concert etiquette.
<b>4-(6)</b>	(a) Understand and exhibit proper concert etiquette.
	(b) Model respectful behavior, understanding the dynamics of what it takes to be a performer.
<i>K-4 BENCHMARK 8B: Participate in appropriate school programs.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Prepare and perform age-appropriate material at school and community-based programs.
<b>2-3</b>	(a) Prepare and perform age-appropriate material at school and community-based programs.
<b>4-(6)</b>	(a) Prepare and perform age-appropriate material at school and community-based programs.
<i>K-4 BENCHMARK 8C: Share and develop cultural experiences.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Celebrate customs, cultural traditions, and American holidays, using music at home and in other social situations.
<b>2-3</b>	(a) Celebrate customs, cultural traditions, and American holidays, using music at home and in other social situations.
<b>4-(6)</b>	(a) Celebrate customs, cultural traditions, and American holidays, using music at home and in other social situations.

<b>Strand: MUSIC</b>	
<b>Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual art.</b>	
<b>6-8 BENCHMARK 1A:</b> <i>Sing and play instruments with appropriate techniques while maintaining a steady beat.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Sing, alone and with others, with correct pitch, rhythm, timbre, diction, posture, range, voice quality, and breath control.
	(b) Demonstrate proper instrumental playing techniques (i.e. breath control, bow control, stick control, <a href="#">embouchure</a> , <a href="#">articulation</a> , <a href="#">vibrato</a> , correct fingerings, posture, hand position, and characteristic tone quality.)
	(c) Perform appropriate grade and ability level musical literature in both small and large ensembles with a focus on blend, good intonation, balance, and expressiveness.
	(d) Demonstrate the ability to prepare (using good practice skills) and perform music independent of the teacher/instructor.
	5. Demonstrate sight reading skills using appropriate ability level musical literature.
<b>6-8 BENCHMARK 1B:</b> <i>Identify timbre (tone quality) of various families of instruments and treble and bass voices.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Study and emulate tone quality of appropriate models in singing and instrumental playing.
<b>6-8 BENCHMARK 1C:</b> <i>Acquire beat and rhythmic competency skills.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Read and perform rhythms in simple and compound meter in solo/ensemble situations.
	(b) Identify simple and compound meter (aurally, visually in notation and through conducting patterns).
<b>6-8 BENCHMARK 1D:</b> <i>Identify basic musical notation and symbols.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Read, identify, and perform musical notation and symbols used in appropriate grade-level literature (instrumental/choral.)



<b>Strand: MUSIC</b>	
<b>Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.</b>	
<b>6-8 BENCHMARK 2A:</b> <i>Understand how music expresses ideas.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Recognize and discuss how programmatic music can describe specific events, artwork, places, etc.
	(b) Discuss how movie scores, and other background music complements and intensifies the action, emotion, or mood in a dramatic performance.
	(c) Discuss how personal tastes influence the music people perform, purchase, or listen to.

<b>Strand: MUSIC</b>	
<b>Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.</b>	
<b>6-8 BENCHMARK 3A:</b> <i>Identify terms common to the various art forms.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Compare and contrast music elements to elements of other arts disciplines (i.e. rhythm, balance, form, style, tempo, etc.)
<b>6-8 BENCHMARK 3B:</b> <i>Understand how music can relate to other art forms or content areas.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Discuss and demonstrate relationships of music to other disciplines: (i.e. reading—the ongoing, horizontal flow of words akin to the movement of music; social studies – how music of a culture helps to define and understand that culture; mathematics—the rhythm of music is expressed numerically; science—the movement of sound as a physical phenomenon.)
<b>6-8 BENCHMARK 3C:</b> <i>Identify how music can support and enhance other disciplines.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Compose or improvise a short piece of music to represent or describe an idea or concept from another content area.

<b>Strand: MUSIC</b>	
<b>Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.</b>	
<b>6-8 BENCHMARK 4A:</b> <i>Understand why music is created and how it is used.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Discuss different motivating factors which have inspired the creation of music including historical figures, nature, events, literature, drama, etc.
	(b) Explore the training, skills, and education necessary for various careers in music.
<b>6-8 BENCHMARK 4B:</b> <i>Understand how music is created.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Discuss influences on the creation of music from historical and cultural perspectives. (i.e. Aboriginal tribes—ritual, religious, social issues, availability of natural materials and technology/tools, etc.)
	(b) Apply learned musical elements (i.e. rhythm, melody, form, timbre, tempo, dynamics, etc.) to compose or improvise music.

<b>Strand: MUSIC</b>	
<b>Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</b>	
<b>6-8 BENCHMARK 5A:</b> <i>Identify music forms when presented aurally.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Identify the musical form of the piece of music being studied/performed in an ensemble class.
	(b) Identify stylistic forms of music (i.e. rap, gamelan, mariachi, oriental, non-western, reggae, steel drum, folk, Mongolian throat singing.)
<b>6-8 BENCHMARK 5B:</b> <i>Identify the sounds of more familiar instruments as well as treble and bass voices.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Identify traditional orchestral families (i.e. strings, woodwinds, brass, percussion, etc.) and other traditional folk/cultural instruments (i.e. guitar, accordion, recorder, dulcimers, etc.)
	(b) Identify qualities unique to soprano, alto, tenor, and bass voices.
	(c) Classify different types of ensembles when presented aurally. (i.e. percussion ensemble, woodwind quintet, string quartet, brass ensemble, vocal trio, etc.)
<b>6-8 BENCHMARK 5C:</b> <i>Use appropriate terminology to discuss responses and reactions to particular musical works.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Develop a list of criteria of what constitutes a good musical performance as applied to different genre/styles of music.
	(b) Using appropriate terminology, make critical judgments about your own performance and/or the performance of others.

<b>Strand: MUSIC</b>	
<b>Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</b>	
<b>6-8 BENCHMARK 6A:</b> <i>Identify and perform a varied repertoire from historical periods and diverse cultures with emphasis on the music and the cultures of NM.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Describe how folk music from various cultures is used as the basis for formal compositions.
	(b) Identify representative music of the diverse cultures found in New Mexico.
	(c) Compare and contrast music from different eras.

<b>Strand: MUSIC</b>	
<b>Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</b>	
<b>6-8 BENCHMARK 7A:</b> <i>Understand how various instruments have evolved.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Trace the development of various instruments (i.e. wind, brass, string, percussion, keyboard.)
	(b) Understand how an instrument/voice functions and produces a characteristic tone.
<b>6-8 BENCHMARK 6B:</b> <i>Use appropriate music technology.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Use recording and playback technology to improve your personal musical skills.
	(b) Use appropriate computer-aided instruction programs (i.e. theory programs, rhythmic training, compositional programs, etc.)

<b>Strand: MUSIC</b>	
<b>Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.</b>	
<b>6-8 BENCHMARK 8A:</b> <i>Model appropriate audience behavior at live concert performances.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Model respectful behavior, understanding the dynamics of what it takes to be a performer, as well as the performance venue. (b) Understand the role of the audience and how they should react to a performer in various types of performance situations (i.e. clapping after a jazz solo, but not a classical solo.)
<b>6-8 BENCHMARK 8B:</b> <i>Participate in appropriate school programs.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Prepare and perform age-appropriate material at school and community-based programs.
<b>6-8 BENCHMARK 8C:</b> <i>Share and develop cultural experiences.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Celebrate customs, cultural traditions, and American holidays, using music at home and in other social situations.

<b>Strand: MUSIC</b>	
<b>Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual art.</b>	
<b>9-12 BENCHMARK 1A:</b> <i>Sing and play instruments with appropriate techniques while performing a varied repertoire of music.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Sing, alone and with others (with and without accompaniment) with correct pitch, rhythm, timbre, diction, posture, range, voice quality/style/techniques, and breath control.
	(b) Demonstrate advanced instrumental playing techniques (i.e. breath control, bow control, stick control, embouchure, articulation, vibrato, correct fingerings and extended range, posture, hand position, and characteristic tone quality.)
	(c) Perform appropriate grade and ability level musical literature in both small and large ensembles with a focus on blend, good intonation, balance, precision, and expressiveness (i.e. dynamics, phrasing, style, and interpretation.)
	(d) Demonstrate the ability to prepare (using good practice skills) and perform music independent of the teacher/instructor.
	5. Demonstrate sight reading skills using appropriate ability level musical literature.
<b>9-12 BENCHMARK 1B:</b> <i>Identify timbre (tone quality) of extended families of instruments, advanced ranges of instruments, and specific voice classifications.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Study and perform literature of various genre and style that utilizes advanced techniques, emulating performances of well-known and appropriate soloists and ensembles.
<b>9-12 BENCHMARK 1C:</b> <i>Acquire beat and rhythmic competency skills.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Read and perform rhythms in simple meter (2/4, 3/4, 4/4) and <a href="#">compound meter</a> (3/8, 6/8, 9/8), and <a href="#">asymmetric meter</a> (5/4, 5/8, 7/8) in solo/ensemble situations.
	(b) Identify simple, compound, and asymmetric meters (aurally, visually in notation and through conducting patterns).
<b>9-12 BENCHMARK 1D:</b> <i>Identify basic musical notation and symbols.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Read, identify, and perform musical notation and symbols used in appropriate grade-level literature (instrumental/choral.)
	(b) Use the conventions of musical notation (i.e. <a href="#">key signature</a> , <a href="#">time signature</a> , <a href="#">clefs</a> , repeat signs, etc.), and non-traditional symbols (i.e. <a href="#">aleatoric symbols</a> , <a href="#">tablature</a> , chord symbols, shaped notes, etc.)



<b>Strand: MUSIC</b>	
<b>Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.</b>	
<b>9-12 BENCHMARK 2A:</b> <i>Understand how music expresses ideas.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Recognize and discuss how programmatic and/or absolute music can express an abstract concept or describe specific events, artwork, places, etc.
	(b) Discuss how movie scores and other background music complements and intensifies the action, emotion, or mood in a dramatic performance.
	(c) Discuss how preferences in music are developed among different subgroups (i.e. classes, stratas, and generations) in our society, showing respect and appreciation for the preferences of others.

<b>Strand: MUSIC</b>	
<b>Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.</b>	
<b>9-12 BENCHMARK 3A:</b> <i>Identify terms common to the various art forms.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Understand the interrelationship of all the art disciplines, in terms of commonalities in the creative processes, historical and cultural influences, and common elements (i.e. rhythm, balance, form, style, tempo, etc.)
<b>9-12 BENCHMARK 3B:</b> <i>Understand how music can relate to other art forms or content areas.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Discuss and demonstrate relationships of music to other disciplines: (i.e. reading—the ongoing, horizontal flow of words akin to the movement of music; social studies – how music of a culture helps to define and understand that culture; mathematics—the rhythm of music is expressed numerically; science—the movement of sound as a physical phenomenon.)
<b>9-12 BENCHMARK 3C:</b> <i>Identify how music can support and enhance other disciplines.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Develop an essential question that can be addressed through a musical composition and other art forms (i.e. Why does racism occur? Why does war exist?)
	(b) Compose or improvise a short piece of music to represent or describe an idea or concept from another content area.

<b>Strand: MUSIC</b>	
<b>Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.</b>	
<b>9-12 BENCHMARK 4A:</b> <i>Understand why music is created and how it is used.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Discuss different motivating factors which have inspired the creation of music including historical figures, nature, events, literature, drama, etc.
	(b) Explore the training, skills, and education necessary for various careers in music.
	(c) Communicate an understanding of the role of music as an avocation (i.e. consumer of music, concertgoer, music for personal pleasure.)
<b>9-12 BENCHMARK 4B:</b> <i>Understand how music is created.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Discuss influences on the creation of music from historical and cultural perspectives. (i.e. Aboriginal tribes—ritual, religious, social issues, availability of natural materials and technology/tools, etc.)
	(b) Demonstrate an understanding of principles of repetition, contrast, and unity as compositional elements (i.e. score analysis, study of form, personal composition, etc.)
	(c) Identify non-traditional sources (i.e. computer-generated, manipulated, “found sound.”)

<b>Strand: MUSIC</b>	
<b>Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</b>	
<b>9-12 BENCHMARK 5A:</b> <i>Identify music forms when presented aurally.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Identify the musical form of the piece of music being studied/performed in an ensemble class. (i.e. overture, march, symphony, concerto, sonata allegro, through composed, rondo, etc.)
	(b) Identify stylistic forms of music (i.e. rap, gamelan, mariachi, oriental, non-western, reggae, steel drum, folk, Mongolian throat singing.)
<b>9-12 BENCHMARK 5B:</b> <i>Use appropriate terminology to discuss responses and reactions to particular musical works.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Describe and analyze the criteria used in the critical evaluation of one's own and other's performances, composition/arrangements, and improvisations.
	(b) Utilize professional adjudicator's critiques/feedback from festival performances to improve individual and ensemble musicianship.

<b>Strand: MUSIC</b>	
<b>Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</b>	
<b>9-12 BENCHMARK 6A:</b> <i>Identify and perform a varied repertoire from historical periods and diverse cultures with emphasis on the music and the cultures of NM.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Study and perform music from various cultures with an emphasis on historical and cultural connections and the musical characteristics unique to a country or cultural style of music.
	(b) Understand the development of American musical styles and the contribution of various ethnic groups represented in American society (i.e. country, Appalachian folk, blues, jazz, bluegrass, gospel, etc.)
	(c) Identify and describe the role of music and musicians in various settings within New Mexico.
	(d) Compare and contrast music from different eras that employ various compositional techniques (i.e. fugue, classical style, impressionism, atonal music, jazz rhythms, etc.)

<b>Strand: MUSIC</b>	
<b>Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</b>	
<b>9-12 BENCHMARK 7A: <i>Understand how various instruments have evolved.</i></b>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Understand how technology has influenced the composition and performance of music (i.e. use of computers, computer-generated sounds, electronic keyboards/guitars/violins, etc.)
<b>9-12 BENCHMARK 7B: <i>Use appropriate music technology.</i></b>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Use recording and playback technology to improve your personal musical skills.
	(b) Use appropriate computer-aided instruction programs (i.e. theory programs, rhythmic training, compositional programs, etc.)

<b>Strand: MUSIC</b>	
<b>Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.</b>	
<b>9-12 BENCHMARK 8A: <i>Model appropriate audience behavior at live concert performances.</i></b>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Model respectful behavior, understanding the dynamics of what it takes to be a performer, as well as the performance venue.
	(b) Understand the role of the audience and how they should react to a performer in various types of performance situations (i.e. clapping after a jazz solo, but not a classical solo.)
<b>9-12 BENCHMARK 8B: <i>Participate in appropriate school programs.</i></b>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Prepare and perform age-appropriate material at school and community-based programs.
	(b) Participate in interscholastic music festivals, volunteer in community service projects using musical talents.
<b>9-12 BENCHMARK 8C: <i>Share and develop cultural experiences.</i></b>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Celebrate customs, cultural traditions, and American holidays, using music at home and in other social situations.
	(b) Attend concerts within the community.

## Glossary of Music Terms

**Alla breve:** The meter signature indicating the equivalent of 2/2 time.

**AB:** A two-part compositional form with an "A" theme and a "B" theme; consisting of two distinct, self-contained sections that share either a character or quality.

**ABA:** A three-part compositional form in which the second section contrasts with the first section. The third section is a restatement of the first section.

**accompaniment:** music that goes along with a more important part; often harmony or rhythmic patterns accompanying a melody

**aleatoric Music:** elements selected by chance.

**articulation:** a sign, direction, or performance technique which indicates or affects the transition or continuity between notes or sounds.

**asymmetric:** departure from the customary binary or ternary rhythms

**asymmetric meter:** a type of compound meter where beats are divided into duples and triples.

**balance:** state of equilibrium where the individual components of music form a unified whole

**beat:** the steady pulse in music

**binary form:** two-part form; the structure of a musical composition consisting of two main sections

**blend:** the mixing of instruments and/or voices where a single sound is indistinguishable from the group

**body percussion:** sounds or patterns produced by clapping, snapping, stomping or striking one body part with another

**breath support:** constant airflow necessary to produce sound for singing or playing an instrument

**chord:** three or more tones combined and sounded simultaneously

**classical:** referring to that period from approximately 1750-1800, characterized musically by objectivity of the composer, emotional restraint, and simple harmonies.

**classroom instruments:** Instruments typically used in the general music classroom, including, for example, recorder-type instruments, chorded zithers, mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments.



## NM Standards and Benchmarks- Music

**clefs:** musical symbol used to indicate the pitch of written notes.

**compound meter:** meter in which the beat is subdivided into groups of three

**descant:** accompanying melody that is sung above the main melody of a song

**diction:** the proper pronunciation of words when singing

**duple meter:** meter in which the beat is subdivided into groups of two

**dynamic levels/ dynamics:** varying intensities of sound throughout a given musical composition (piano, mezzo piano, forte, etc.)

**embouchure:** placement of lips, jaw, and facial muscles when playing a wind instrument

**ensemble:** group of players or singers

**expression, expressive, expressively:** to sing or play a musical instrument with feeling

**form:** how sound is organized; just as a builder uses a blueprint to build a house, a composer uses form to build a song; a musical blueprint that helps the composer put his sounds together in different ways

**found sound:** sound that is produced using non-traditional music sources “found” in one’s surroundings and/or in nature

**fretted instruments:** Instruments with frets (strips of material across the fingerboard allowing the strings to be stopped at predetermined locations), such as guitar, ukulele, and sitar.

**genre:** A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).

**harmony:** the sound resulting from the simultaneous sounding of two or more tones consonant with each other

**iconic notation:** graphical representations of pitch, rhythm, etc. used alongside or in place of traditional musical notation

**improvisation:** making up music as it is being performed; often used in jazz

**intonation:** the accuracy of pitch as related to standard frequencies in music (i.e. “A440”)

**key signature:** made up of sharps or flats is usually found at the beginning of a musical composition indicating the key of the music

**level of difficulty:** For purposes of national standards, music is classified into six levels of difficulty, easy to very difficult.

## NM Standards and Benchmarks- Music

**melody:** arrangement of single tones in a meaningful sequence

**meter:** the organization of beats a succession of beats and rhythms into groups as indicated by a time/meter signature

**meter signature:** An indicator of the meter of a musical work, usually presented in the form of a fraction, the denominator of which indicates the unit of measurement and the numerator of which indicates the number of units that make up a measure.

**MIDI (Musical Instrument Digital Interface):** Standard specifications that enable electronic instruments such as the synthesizer, sampler, sequencer, and drum machine from any manufacturer to communicate with one another and with computers.

**Orff instrument:** keyboard instruments which use mallets and removable bars developed to be used with the Orff-Schulwerk learning approach of Carl Orff

**ostinato:** repeated melodic or rhythmic fragment

**partner songs:** melodies, performed as independent musical voices, which fit together in such a way that they sound good when performed together.

**phrase:** small section of a composition comprising a musical thought; comparable to a sentence in language

**pitch:** the frequency of a tone with respect to highness and lowness

**posture:** refers to a position of a human body. In music, Proper performance posture for instrumentalists & vocalists.

**range:** the set of notes a musical instrument can play, or used in a piece of music; also the vocal range.

**repertoire:** collection of music; usually learned and prepared for performance

**rhythm:** the way movement is organized in a piece of music, using beat, no beat, long and short sounds, meter, accents, no accents, tempo, syncopation, etc.

**rondo form:** musical form in which the first section always returns (ABACADA)

**round:** musical composition in which the parts enter in succession, singing or playing the same melody or rhythm; canon

**scale:** graduated series of tones arranged in a specified order

**singing range:** distance between the lowest and highest vocal pitches

**staves:** Plural of staff (the five parallel lines on which music is written).

**style:** The distinctive or characteristic manner in which elements of music are treated. In practice, the term may be applied to composers (the style of Copland), periods

## NM Standards and Benchmarks- Music

(Baroque style), media (keyboard style), nations (French style), form or type of composition (fugal style, contrapuntal style), or genre (operatic style, bluegrass style).

**tablature:** a form of musical notation, which tells players where to place their fingers on a particular instrument rather than which pitches to play. Often used for fretted stringed instruments.

**technical accuracy, technical skills:** The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.

**tempo:** the rate of speed at which a musical composition is performed as determined by the amount of time between beats/counts

**texture:** the way melody and harmony go together

**theme:** the initial or principal melody in a musical piece.

**timbre:** the quality of a musical tone that distinguishes voices and instruments which produce it

**time signature:** number or symbol (C) that appears at the beginning of a piece of music indicating meter (specifically, the top number indicates how many beats per measure (bar), while the bottom number indicates which type of a note receives one beat/count; e.g.—in 4/4 or “common” time, there are four beats per measure (bar) and the quarter note receives one beat, while in 6/8 time there are six beats per measure (bar) and the eighth note receives one beat)

**tonality:** The harmonic relationship of tones with respect to a definite center or point of rest; fundamental to much of Western music from ca. 1600.

**tone:** the quality of a musical sound

**two-part rounds:** a musical composition in which two voices sing exactly the same melody over and over again, but with each voice beginning at different times.

**unison:** the simultaneous playing or singing of the same notes by two or more performers either at the same pitch or in octaves

**unpitched/pitched Instruments:** unpitched instruments do not produce distinguishable pitches; pitched instruments do produce distinguishable pitches

**variation:** formal technique where material is altered during repetition.

**verse/refrain:** musical phrase that is repeated within a larger musical form

**vibrato:** rapid movement back and forth or up and down

**vocal quality:** a singer’s tone quality derived from proper posture, diction, breathing, tongue and soft palate placement, etc.

# New Mexico

## Content Standards, Benchmarks, and Performance Standards

### For Visual and Performing Arts Strand:

# Theatre K-12

## With Updated Benchmarks and Performance Standards Revisions, June 2007

Content Standards Adopted April 1997 as part of 6NMAC(c)2

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

At the national level the arts are considered a core content area in the federally mandated *No Child Left Behind* legislation. This designation acknowledges the arts as being on an equal basis with all other content areas.

At the state level, the New Mexico Content Standards and Benchmarks for the Arts are mandated for students in grades K-8. The Standards are required in the arts electives for participating students in grades 9-12, and the state does have a fine arts or practical arts graduation requirement. *Arts and Entertainment* has been included as one of seven career clusters endorsed by the Governor's office for students, K-12, to consider as they become aware of, explore, and experience a variety of career opportunities.

### Arts Content Standards (Dance, Music, Theatre, and Visual Arts):

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

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

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

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

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

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

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

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

<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 1: Learn and develop skills and technical demands unique to dance, music, theatre/drama, and visual art.</b>	
<b>K-4 BENCHMARK # 1A:</b> <i>Use body and voice to portray character.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Express various characters, ideas and emotions through gestures, movement, and voice. (b) Speak and act fully within the range of current abilities.
<b>2-3</b>	(a) Use body and voice to portray characters or demonstrate mood or setting. (b) Interpret characters fully within the range of current abilities.
<b>4-(6)</b>	(a) Integrate body and voice to portray character (e.g. mood, emotions) within the context of a dramatization. (b) Demonstrate the ability to stay in character for the duration of improvised dramatizations. (c) Apply characterization fully within the range of current abilities.
<b>K-4 BENCHMARK # 1B:</b> <i>Design and construct technical elements for classroom dramatizations (e.g. simple sets, <a href="#">props</a>, costumes, make up, and/or sound effects).</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Construct simple props appropriate to a grade-level dramatization.
<b>2-3</b>	(a) Design and construct simple props, scenery, and/or costumes appropriate to a grade-level dramatization.
<b>4-(6)</b>	(a) Design, construct and/or gather props, scenery, costumes and/or make-up needed for a grade-level dramatization.

<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.</b>	
<b>K-4 BENCHMARK # 2A:</b> <i>Develop classroom dramatizations that express various moods or emotions (e.g. happy, sad, funny, scary, mysterious, etc.).</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Create dialogue to retell stories.
	(b) Explore the use of the voice to express feelings and moods.
<b>2-3</b>	(a) Identify the various ways that a story could be performed.
	(b) Paraphrase dialogue from a story to demonstrate different interpretations for use in dramatizations.
	(c) Develop character, feeling, or mood through the use of the voice.
<b>4-(6)</b>	(a) Develops dialogue to express character's feelings.
	(b) Create various character voices by varying volume, pitch, rate, tone quality, duration, intensity, and clarity.
<b>K-4 BENCHMARK # 2B:</b> <i>Plan, prepare and present improvisations.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Collaborate to create and present original stories.
	(b) <a href="#">Dramatize</a> stories using improvisation and creative drama games.
<b>2-3</b>	(a) Improvise and reenact scenes based on personal and/or community experiences.
	(b) Listen and react to others in an improvisation.
<b>4-(6)</b>	(a) Collaborate creatively in improvised and scripted scenes.
	(b) Explore character response(s) in relation to other actors' interpretation of their character.

<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.</b>	
<b>K-4 BENCHMARK # 3A:</b> <i>Describe theatrical elements (visual, aural, oral, kinetic, ideas, emotions, and mood) and compares them with other art forms and content areas.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Discuss basic similarities and differences between art forms.
	(b) Describe ways other art forms enhance a dramatic piece.
<b>2-3</b>	(a) Identify different art forms within the community.
	(b) Discuss how theater arts can express ideas from other content areas (e.g. social studies, science, math).
<b>4-(6)</b>	(a) Discuss how theater arts can synthesize all the arts disciplines.
	(b) Explain relationships between theatre arts and other content areas.
	(c) Describe visual, aural, and kinetic elements in dramatic media
<b>K-4 BENCHMARK # 3B:</b> <i>Select movement, music, or visual elements to enhance a dramatization.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Apply sound, movement, and drawing in dramatic play.
	(b) Use pantomime in simple characterizations.
<b>2-3</b>	(a) Incorporate other art forms into the creation of a dramatic presentation.
	(b) Develop pantomime for use in simple dramatizations.
<b>4-(6)</b>	(a) Explore color, space, shape, texture, movement, and sound to develop a dramatic setting.

<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 4: Demonstrate an understanding of the <u>dynamics</u> of the creative process.</b>	
<b>K-4 BENCHMARK # 4A:</b> <i>Collaborate to design, plan, rehearse and perform dramatizations.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Retell stories through guided dramatic play.
	(b) Relay a sequence of events through verbal and non-verbal communication in a simple drama.
<b>2-3</b>	(a) Develop stories and original pieces using improvisation.
	(b) Use basic script writing to portray a sequence of events in a simple scene or story.
<b>4-(6)</b>	(a) Improvise dialogue to tell a story.
	(b) Alone or in groups, write a script based on a short story improvised dramatization, with a beginning that introduces the characters, a middle that includes a dramatic conflict, and an ending that resolves the conflict.



<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</b>	
<b>K-4 BENCHMARK # 5A:</b> <i>Identify and describe visual, oral, aural, and kinetic elements of dramatic performances.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Discuss what makes theater arts unique-
<b>2-3</b>	(a) Make distinctions between live and recorded performances.
<b>4-(6)</b>	(a) Discuss the meaning of scene, acts and plays.
<b>K-4 BENCHMARK #5B:</b> <i>Explain how the wants and needs of characters are different from those of the actors.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Make predictions about the outcomes of characters' actions in dramatic presentations.
<b>2-3</b>	(a) Discuss that consequences and actions teach characters and audience members life lessons.
<b>4-(6)</b>	(a) Explain how consequences and actions in dramatic productions introduce and teach life lessons.
<b>K-4 BENCHMARK # 5C:</b> <i>Explain emotional response, personal preferences and give constructive feedback about dramatic performances.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Use age-appropriate theater vocabulary to critique what is seen, heard and understood
	(b) Discuss the likes and dislikes of audience members.
<b>2-3</b>	(a) Use selective criteria to critique what he/she sees, hears, and understands.
	(b) Demonstrate responsible audience behaviors and responses to dramatizations.
	(c) Discuss personal reactions to various performances.
<b>4-(6)</b>	(a) Offer constructive critique of scene and/or plays using descriptive vocabulary.
	(b) Utilize appropriate audience behaviors and responses to dramatizations.
	(c) Use verbal and written responses to identify emotions and thoughts evoked by dramatizations.

<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</b>	
<b>K-4 BENCHMARK # 6A:</b> <i>Communicate information to peers about peoples, events, time and places related to dramatizations.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Discuss drama as an expression and record of the human experience.
	(b) Use family, school, and community resources to gather information about the characters and settings of a story.
<b>2-3</b>	(a) Examine the dynamic relationship between community, culture and theater arts.
	(b) Explores the value of theater as a means of integrating art forms, history, and culture.
<b>4-(6)</b>	(a) Explain how social concepts can be developed through dramatizations.
	(b)-Examine performing theatre arts in the community.
<b>K-4 BENCHMARK # 6B:</b> <i>Identify and compare similar characters and situations in dramas and stories from and about various cultures.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Discuss various cultural traditions found in stories, songs, fairy tales, fables, and nursery rhymes.
<b>2-3</b>	(a) Compare and contrast various cultural traditions found in stories, songs, fairy tales, fables, and nursery rhymes.
	(b) Recognize that forms of theater are found in all cultures.
<b>4-(6)</b>	(a) Explore theatre arts from various cultures.

<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</b>	
<b>K-4 BENCHMARK # 7A:</b> <i>Describe how scientific and technological developments have impacted career choice and availability in theater, TV, film, video, and other electronic media.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Discuss the role of film and television have played in personal life.
	(b) Identify what actors and other members of a dramatic production do.
<b>2-3</b>	(a) Examine the role of theater, film, and television in the community.
	(b) Discuss what actors, designers, directors, and <a href="#">playwrights</a> do in the theater.
<b>4-(6)</b>	(a) Investigate careers in the theater.
<b>K-4 BENCHMARK # 7B:</b> <i>Explore the impact of video, film, and computer on theatrical endeavor.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) List qualities of various types of live presentations (film, television, and electronic technology).
<b>2-3</b>	(a) Summarize the roles of technology and electronic media as they relate to theater arts.
<b>4-(6)</b>	(a) Describe the moods or emotional qualities of different kinds of live or videotaped dramatic performances.

<b>Strand: THEATRE ARTS</b>	
Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.	
<b>K-4 BENCHMARK # 8A:</b> <i>Explore the importance of lighting, costumes, set/scenery, properties, sound effects, and make-up to dramatic presentation.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Interacts through use of visual aides, props, and costumes to establish characters and setting.
	(b) Creates various ways of staging classroom dramatizations
<b>2-3</b>	(a) Transforms a space and materials for acting out simple dramatizations.
	(b) Contribute to making artistic choices for the scenery, props, and costumes in a presentation.
<b>4-(6)</b>	(a) Use available design resources for props, costumes, lights, and set.
	(b) Design a simple set considering possible limitations dictated by an environment.
<b>K-4 BENCHMARK # 8B:</b> <i>Assume roles for an audience that demonstrate characterization and tell a story.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Participate in creative drama and <a href="#">informal presentations</a> .
	(b) Adapt movement to include audience focus.
<b>2-3</b>	(a) Participate in and constructs creative dramatic presentations.
	(b) Adjust blocking to include audience focus.
<b>4-(6)</b>	(a) Demonstrate focus and dedication (e.g. memorization of text and blocking) in portraying character for dramatic presentations.
	(b) Use blocking to non-verbally depict character, mood, and action to the audience.

<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts</b>	
<b>6-8 BENCHMARK 1A:</b> <i>Refine dialogue and action that contribute to effective plots in classroom dramatizations.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Utilize acting skills to study human behavior and conflict resolution.
	(b) Interpret the meaning of scripted scenes and plays.
	(c) Create dialogue and action that create a story line with a beginning, middle, and end.
<b>6-8 BENCHMARK 1B:</b> <i>Practice acting skills to develop characterizations that suggest or illustrate artistic choice.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Define and analyze character relationships in improvised and scripted scenes.
	(b) Analyze and describe character behaviors and motivations.
	(c) Participate in improvisation and scene work focused on artistic choices.
<b>6-8 BENCHMARK 1C:</b> <i>Interact as characters in an ensemble.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Apply various acting skills (memory and sensory recall, concentration and motivation) to create believable characters that function in an ensemble.
	(b) Cooperate and abide by group decisions.
<b>6-8 BENCHMARK 1D:</b> <i>Select and create necessary technical elements for dramatizations (e.g. sets, props, costumes, make-up, and/or sound effects).</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Using available resources, develop and implement technical elements (e.g. sets, costumes, lighting, sound) needed to enhance the meaning of a scene or play.
	(b) Develop basic design concepts to create a set for formal and informal scenes.
<b>6-8 BENCHMARK 1E:</b> <i>Demonstrate the directing process (e.g. research, plan, collaborate, audition, cast, block, and direct).</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Utilize the directing process (research, plan, collaborate, audition, cast, block, & direct) in dramatizations.
	(b) Lead small groups in designing, planning, and rehearsing a variety of dramatizations.

<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.</b>	
<b>6-8 BENCHMARK 2A:</b> <i>Create improvised dramatizations that express specific ideas, meanings, themes, moods, and emotions.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Develop and defend character choices in relation to other actors' interpretations of their characters.
	(b) Identify the physical, emotional, and social dimensions of characters in improvisations.
<b>6-8 BENCHMARK 2B:</b> <i>Interact as the invented characters within an ensemble.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
	(a) Collaborate with others to create and evaluate improvised and scripted scenes.
<b>6-8</b>	(b) Demonstrate the ability to stay in character for longer classroom dramatizations.

<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.</b>	
<b>6-8 BENCHMARK 3A:</b> <i>Describe and compare characteristics of different art forms as they relate to theatre arts.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Incorporate elements of dance, music and visual arts to express ideas and emotions in improvised and scripted scenes. (b) Design and construct a set, using available materials, based on line, color, space, shape, texture, and principals of visual arts.
<b>6-8 BENCHMARK 3B:</b> <i>Develop dramatizations which include topics in other content areas such as literature, history, and science.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Apply the transfer of knowledge between the arts and other content areas to dramatic presentations.

<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.</b>	
<b>6-8 BENCHMARK 4A:</b> <i>Using appropriate vocabulary, describe and make connections between various technical aspects of theatre.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Explain the functions and interrelated nature of technical aspects of theatre (e.g. set/scenery, lighting, costumes, props, and make-up).
	(b) Integrate theatre arts vocabulary in the development of dramatic presentations.
<b>6-8 BENCHMARK 4B:</b> <i>Collaborate to develop improvised and scripted scenes and evaluate effectiveness of student contributions.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Employ the use of different tones, moods, and characterization in the creation of suspense.
	(b) Lead small groups in planning and rehearsing scenes to be scripted using social, group, and consensus skills.
<b>6-8 BENCHMARK 4C:</b> <i>Creates written dramatic scenes based on original or recognized interdisciplinary prompts, personal experiences, and historical events.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Analyze how culture, location, and era are reflected in written scenes and plays.
	(b) Refine, write, critique, and/or produce original scenes and/or one act plays.



<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</b>	
<b>6-8 BENCHMARK 5A:</b> <i>Express and compare personal reactions to dramatic performances.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Attend and evaluate theatre productions in the school or community.
	(b) Describe sensory impressions and emotional reactions to various works of art and justify preferences.
	(c) Express and compare personal reactions and audience reaction to a variety of art forms.
<b>6-8 BENCHMARK 5B:</b> <i>Describe and analyze the effect of publicity, support materials and physical environments on audience response and appreciation.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Assess the relationship between an audience and a dramatic presentation.
<b>6-8 BENCHMARK 5C:</b> <i>Articulate and support meanings constructed from one's own and other dramatic performances.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Critique the ideas, meanings, themes, moods, and emotions expressed in classroom dramatizations or formal theatrical productions.
	(b) Apply descriptive vocabulary and creative thinking in the critiquing process.
	(c) Utilize student-developed criteria for evaluation of dramatic presentations.

<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</b>	
<b>6-8 BENCHMARK 6A:</b> <i>Describe and compare universal characters and situations in dramas from various cultures and historical periods.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Engage in dramatic activities depicting different cultures and times and look for commonality of character, situation and motive in various cultures and historical periods.
	(b) Critique theatrical material from various cultures.
<b>6-8 BENCHMARK 6B:</b> <i>Explore similarities between life and theatre.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Assess the emotional and social impact of theatre arts on one's own life.
	(b) Analyze the functions of the performing arts in the community and other cultures.
<b>6-8 BENCHMARK 6C:</b> <i>Explore reasons why subjects and ideas are re-examined in different cultures and times.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Compare and contrast theatrical productions from different cultures and examine how theatrical forms develop in response to cultural needs.
	(b) Analyze how culture affects the content and <a href="#">production elements</a> of a dramatic presentation.

<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</b>	
<b>6-8 BENCHMARK 7A:</b> <i>Describe how scientific and technological developments have impacted career choices in theatre, TV, film, video, and other electronic media.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Assess careers in the theatre (e.g. actor, director, stage manager, producer, set designer, costume designer, production/marketing, agent).
	(b) Explain knowledge, skills and discipline needed to pursue careers and vocational opportunities in various theatrical media.
	(c) Discuss a variety of theatrical works, playwrights and performing artists in various cultures throughout history.
<b>6-8 BENCHMARK 7B:</b> <i>Explore the impact of video, film, and computer on theatrical endeavor.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Debate the advantage and/or disadvantage of video, film, and technology on dramatic presentations.
	(b) Interpret a variety of theatre works in their contexts in cultures, times, and places.

<b>Strand: THEATRE ARTS</b>	
Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.	
<b>6-8 BENCHMARK 8A:</b> <i>Develop scenes and technical aspects to perform for an audience.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Apply various acting skills (e.g. memorization, concentration, and motivation) to create believable characters.
	(b) Design and construct a set, using available materials, with consideration for the performance space.
	(c) Create lighting and sound elements that set a mood for an audience in formal and informal dramatic presentations.
	(d) Use time effectively to brainstorm, experiment, plan, and rehearse.
	5. Evaluate <a href="#">staging choices</a> to convey the meaning in scripted scenes.

<b>Strand: THEATRE ARTS</b>	
Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.	
<b>9-12 BENCHMARK 1A:</b> <i>Create and analyze the physical, emotional, and social dimensions of characters and sustain these characters in an ensemble.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Create and portray character(s) in performance. (b) Write a character analysis.
<b>9-12 BENCHMARK 1B:</b> <i>Apply the basic physical and chemical properties of the technical aspects of theatre: (e.g. light, color, electricity, paint, make up).</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Apply knowledge and skills to collaboratively and safely create functional scenery, properties, lighting and/or sound properties. (b) Apply knowledge and skills to create character make-up.
<b>9-12 BENCHMARK 1C:</b> <i>Create and implement production schedules, management plans, and promotional ideas.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Create posters, playbills, multi-media advertising and/ or programs. (b) Create a timeline that includes multiple steps and deadlines in order to complete a long term project. (i.e.: scheduling what must be completed in each rehearsal in order to be ready by the production; setting a schedule to have costumes completed by the production; etc.)
<b>9-12 BENCHMARK 1D:</b> <i>Conduct auditions, cast actors, direct scenes, and manage production meetings.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Audition and cast actors. (b) Direct actors in a scene. (c) Conduct production meetings with cast and crew members.
<b>9-12 BENCHMARK 1E:</b> <i>Demonstrate artistic discipline to achieve an ensemble.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Demonstrate the ability to listen to, react and play off of other actors in rehearsal and in performance.

<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.</b>	
<b>9-12 BENCHMARK 2A:</b> <i>Construct and refine scripts that express specific themes and emotions.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Write, edit, and revise short theatre, film, television, or electronic media scripts in a variety of new or traditional forms.
	(b) Explore making decisions about how different settings, plots, characters, phrasing, etc. most effectively reflect intended theme or emotion.
<b>9-12 BENCHMARK 2B:</b> <i>Develop technical designs that use visual and sound elements to enhance scripts.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Present designs using learned technical knowledge.

<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.</b>	
<b>9-12 BENCHMARK 3A:</b> <i>Determine how the non-dramatic art forms are modified to enhance theatrical production.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Research and discuss various theatrical productions to determine how other art forms are used in a production.
<b>9-12 BENCHMARK 3B:</b> <i>Describe the basic nature, materials, elements, and means of communicating in the various art forms.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Discuss, write, or present a project using other art forms as communication tools.
<b>9-12 BENCHMARK 3C:</b> <i>Illustrate the integration of several arts media.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Incorporate several arts disciplines (music, painting, dance) into classroom exercises or performances.

<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.</b>	
<b>9-12 BENCHMARK 4A:</b> <i>Justify selection of texts, interpretation of texts, and artistic choices for production</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Present set, costume, properties, lighting, sound or make-up designs and explain how the text was selected, designs and concepts were formulated, and how the designs relate to the text.
	(b) Explore selection of the most effective texts for the purpose, interpretation of texts, and understanding artistic choices through scene work or acting exercises.
<b>9-12 BENCHMARK 4B:</b> <i>Explain the roles and interrelated responsibilities of the various personnel involved in theatrical production.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Analyze the relationships and responsibilities of all personnel in the production staff hierarchy.
<b>9-12 BENCHMARK 4C:</b> <i>Collaborate with designers and directors, and develop a unified production concept.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Present production concept within a production, paper, or class presentation.



<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</b>	
<b>9-12 BENCHMARK 5A:</b> <i>Articulate and justify personal criteria for critiquing dramatic texts and events</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Discuss criteria used to critique and create a rubric or checklist using those criteria to critique a text or performance.
	(b) Defend a critique of a performance verbally or in writing.
<b>9-12 BENCHMARK 5B:</b> <i>Analyze and critique any dramatic performance comparing perceived artistic intent with final production achievement</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Analyze and critique a performance, verbally or in writing, focusing on the comparison of artistic intent vs. final production.
	(b) Analyze and evaluate others' critical comments about personal work (final production achievement), compare with initial intent, as well as decide and explain which points are most appropriate to further development of the work.

<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</b>	
<b>9-12 BENCHMARK 6A:</b> <i>Analyze and compare dramatic texts and artists from various cultures and periods of history.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Select a theme or idea and compare how it is developed or treated in dramas from a variety of cultures.
	(b) Analyze and summarize how contemporary and historic cultural influences affect the content and production elements of a dramatic presentation.
<b>9-12 BENCHMARK 6B:</b> <i>Construct social meaning from productions representing a variety of cultures and historical periods, and relate to current issues.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Reflect and describe how personal cultural experiences have affected a performance in a play.
	(b) Assess the social impact of theatre productions, past and present.

<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</b>	
<b>9-12 BENCHMARK 7A:</b> <i>Explore how scientific and technological advances have impacted technical theatre development (set/scenery, costumes, lighting, properties, sound, and makeup).</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Assess and compare careers in traditional theatre and in movie or TV industries.
	(b) Choose a specific career or vocational opportunity and thoroughly evaluate the knowledge, skills and discipline needed for success.
	(c) Choose playwrights from various cultures during a specific historical period and compare their lives, works, and how they influenced the society in which they lived.
<b>9-12 BENCHMARK 7B:</b> <i>Examine the differences in styles of performing for live audiences and performing for TV, film, or video.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Evaluate the advantages or disadvantages that live theatre, video, film, and technology have on dramatic presentations.
	(b) Analyze the differences between performing for a live audience and performing in front of a recording device.
<b>9-12 BENCHMARK 7C:</b> <i>Explain how scientific and technological advances have impacted all aspects of theatre.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Describe how computers and other technological advances have impacted technical design and other aspects of theatre.

<b>Strand: THEATRE ARTS</b>	
<b>Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.</b>	
<b>9-12 BENCHMARK 8A:</b> <i>Explore the art of theatre through guest speakers, field trips, and participation in school, community, and professional theatre activities.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Explain the knowledge, skills, and discipline needed to pursue careers and vocational opportunities in theatre, film, television, and electronic media.
	(b) Analyze school, community, and/or professional theatre activities from personal observation and/or participation.
	(c) Summarize personal participation in school, community, or professional theatre activities.

## Glossary of Drama/Theater Terms

**Action:** The core of a theatre piece; the sense of forward movement created by the sense of time and/or the physical and psychological motivations of characters.

**Aesthetic criteria:** Criteria developed about the visual, aural, and oral aspects of the witnessed event, derived from cultural and emotional values and cognitive meaning.

**Aesthetic qualities:** The emotional values and cognitive meanings derived from interpreting a work of art; the symbolic nature of art.

**Apron:** The very front edge of the stage/parts of the stage that are between the audience and the curtain.

**Arena stage/Thrust stage:** Form of stage where the audience are seated on at least two (normally three, or all four) sides of the whole acting area.

**Artistic choices:** Selections made by theatre artists about situation, action, direction, and design in order to convey meaning.

**Blocking:** The process of determining the placement or location of actors on stage and planning their relative movement in a scene.

**Center stage:** Middle area of stage.

**Classical:** A dramatic form and production techniques considered of significance in earlier times, in any culture or historical period.

**Classroom dramatizations:** The act of creating character, dialogue, action, and environment for the purpose of exploration, experimentation, and study in a setting where there is no formal audience observation except for that of fellow students and teachers.

**Constructed meaning:** The personal understanding of dramatic/artistic intentions and actions and their social and personal significance, selected and organized from the aural, oral, and visual symbols of a dramatic production.

**Drama:** The art of composing, writing, acting, or producing plays; a literary composition intended to portray life or character or to tell a story usually involving conflicts and emotions exhibited through action and dialogue, designed for theatrical performance.

**Dramatic elements:** Dialogue, movement, scenery, costumes, make-up, props, lights, and music.

**Dramatic media:** Means of telling of stories by way of stage, film, television, radio, or computer discs.

**Dramatize:** To put in dramatic form.

**Dynamics:** Variation in pacing to create emotional response.

## NM Standards and Benchmarks- Theatre

**Down stage:** Portion of the stage closest to the audience. Comes from old stages that were raked or inclined and were actually lower at the edge closest to the audience.

**Electronic media:** Means of communication characterized by the use of technology, e.g., radio, computers, e.g., virtual reality.

**Ensemble:** Group collaboration. This can include actors, stage hands—anyone involved in the production.

**Environment:** Physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

**Formal presentation/production:** A performance staged for an invited audience.

**Front of house:** Box office and lobby.

**House:** Space where audience sits.

**Improvisation:** Portrayal of a character or scene without benefit of a script and little or no preparation.

**Informal presentation/production:** Shared experiences within a classroom.

**Intention:** What a character wants.

**In the Round stage:** Theatre in the Round is a form of audience seating layout where the acting area is enclosed on all sides by seating. There are often a number of entrances through the seating. Special consideration needs to be given to onstage furniture and scenery as audience sightlines can easily be blocked.

**Levels:** Blocking actors or staging work using high, medium, and low positions.

**Motivation:** Reasons for plausible character behavior.

**Movement patterns:** Traffic and blocking.

**New art forms:** The novel combination of traditional arts and materials with emerging technology (such as performance art, videodiscs, virtual reality).

**Open Up/Cheat Out:** Term used to ask actors to turn their bodies so they face more toward the audience.

**Physicalize:** Through business and body movement communicate the intent of a character.

**Pit:** Slang: Orchestra pit; can form a buffer between the audience and the performers.

**Play making:** The process of planning, improvising, and refining a script.

**Playwright:** The writer of the scene or play—the person who “wrought” the work.

## NM Standards and Benchmarks- Theatre

**Playwright's concept:** Playwright's viewpoint expressed through written word and stage directions.

**Presentation:** Includes everything that happens in the house, on the stage, and in the backstage area.

**Production elements:** Technical aspects (e.g., lighting, scenery, costumes, sound).

**Properties ("props"):** All objects on stage, exclusive of scenery and costumes.

**Proscenium Stage:** Traditional audience seating layout where the audience is looking at the stage from the same direction. This seating layout is that of a Proscenium Arch theatre. The proscenium arch is the opening in the wall which stands between stage and auditorium in some theatres; the picture frame through which the audience sees the play. The "fourth wall". Often shortened to Proscenium or Pros Arch.

**Raked stage:** A stage with a permanent or temporary slope. Theatre stages were traditionally built with them, but now, more commonly, the auditorium is raked to facilitate the audiences view.

**Rehearse:** Experiment with options and choices in characterization, vocalization, and blocking requirement.

**Role:** The characteristic and expected social behavior of an individual in a given position (e.g., mother, employer). Role portrayal is likely to be more predictable and one-dimensional than character portrayal.

**Script:** The written dialogue, description, and directions provided by the playwright.

**Social pretend play:** When two or more children engage in unsupervised enactments; participants use the play to explore social knowledge and skills.

**Stage Business:** Physical action taken by the actor to support his/her character; e.g., pouring a glass of water, sitting and waiting for a bus, tiptoeing to escape the monster.

**Stage left:** Side of the stage to your left if you are standing on the stage looking out to the audience.

**Stage management:** Coordination of all production elements.

**Stage right:** Side of the stage to your right if you are standing on the stage looking out to the audience.

**Staging:** Physicalizing the written or spoken word.

**Staging choices:** Blocking, movement, and choreography in formal and informal presentations.

**Tension:** The atmosphere created by unresolved, disquieting, or inharmonious situations that human beings feel compelled to address.

## NM Standards and Benchmarks- Theatre

**Text:** The basis of dramatic activity and performance; a written script or an agreed-upon structure and content for an improvisation.

**Theatre:** The imitation/representation of life, performed for other people; the performance of dramatic literature; drama; the milieu of actors and playwrights, the place that is the setting for dramatic performances.

**Theatre literacy:** The ability to create, perform, perceive, analyze, critique, and understand dramatic performances.

**Traditional forms:** Forms that use time-honored theatrical practices.

**Unified production concept:** A brief statement, metaphor, or expression of the essential meaning of a play that orders and patterns all the play's parts; a perceptual device used to evoke associated visual and aural presuppositions serving to physicalize and unify the production values of a play.

**Up stage:** Portion of the stage farthest from the audience. Comes from old stages that were "raked" or inclined, and were actually lower at the audience edge.

**Wings:** (1) The out of view areas to the sides of the acting area. (2) Scenery standing where the acting area joins these technical areas.



# New Mexico

## Content Standards, Benchmarks, and Performance Standards

### For Visual and Performing Arts Strand:

# VISUAL ARTS K-12

## With Updated Benchmarks and Performance Standards Revisions, June 2007

Content Standards Adopted April 1997 as part of 6NMAC(c)2

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

At the national level the arts are considered a core content area in the federally mandated *No Child Left Behind* legislation. This designation acknowledges the arts as being on an equal basis with all other content areas.

At the state level, the New Mexico Content Standards and Benchmarks for the Arts are mandated for students in grades K-8. The Standards are required in the arts electives for participating students in grades 9-12, and the state does have a fine arts or practical arts graduation requirement. *Arts and Entertainment* has been included as one of seven career clusters endorsed by the Governor's office for students, K-12, to consider as they become aware of, explore, and experience a variety of career opportunities.

### Arts Content Standards (Dance, Music, Theatre, and Visual Arts):

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

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

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

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

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

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

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

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

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theater/drama, and visual arts.</b>	
<b>Grades K-5 benchmark 1A:</b> <i>Participate in the process of making and looking at works of art to understand the elements of art, such as: color, form, line, shape, size, space, texture and value.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Identify the elements of art in works of art and the environment.
	(b) Explore the use of lines, shapes and other art elements for image-making.
<b>2-3</b>	(a) Group colors based on formal and informal criteria (warm-cool, limited color schemes, etc.)
	(b) Discuss how different elements of art impact images.
<b>4-(6)</b>	(a) Identify the principles of design in works of art and the environment.
	(b) Apply the elements of art in assigned visual arts problems.
<b>Grades K-5 benchmark 1B:</b> <i>Explore and develop skills using art materials, tools and techniques.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Use a variety of art materials and related skills.
<b>2-3</b>	(a) Demonstrate increased skill with materials, tools and techniques.
<b>4-(6)</b>	(a) Select a variety of materials, tools and techniques for producing desired artistic results.
<b>K -5 Benchmark 1C:</b> <i>Use art materials and tools safely and responsibly.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Take care of classroom art materials.
	(b) Answer questions about safety.
<b>2-3</b>	(a) Demonstrate responsibility for art materials.
	(b) Predict consequences of proper/improper use of materials.
<b>4-(6)</b>	(a) Discuss potential hazards of art materials and tools
	(b) Demonstrate proper use of art materials.

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 2: Use dance, music, theater/drama, and visual arts to express ideas.</b>	
<b>K- 4 Benchmark 2A:</b> <i>Create art work that expresses ideas, feelings and experiences about self, family, community and the world.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Describe ideas, feelings and experiences (about self, family, community and the world} in his or her art work and the art work of others
	(b) Express ideas, feelings and experiences in making art.
<b>2-3</b>	(a) Interpret meaning in works of art and relate them to personal experiences.
	2 Demonstrate understanding of personal, local and global events as inspiration for expression.
<b>4-(6)</b>	(a) Use personal experience as inspiration for expression in visual art.
	(b) ) Use knowledge of local and global communities as inspiration for expression in visual art.

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among <a href="#">arts disciplines</a> as well as all other content areas.</b>	
<b>K- 4 Benchmark 3A:</b> <i>Explore characteristics of the visual arts and other arts disciplines.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Become familiar with and name the other arts disciplines.
	(b) Explore the relationship between visual elements and basic elements of other arts disciplines through discussion and art making.
<b>2-3</b>	(a) Describe similarities and differences among the visual arts and other arts disciplines
	(b) Associate visual art elements with concepts from other arts disciplines.
<b>4-(6)</b>	(a) Compare and contrast emotional responses to specific works of visual art and to works in other arts disciplines (e.g., how different lines can relate to music or dance).
	(b) Compare elements of art and design principles used across art disciplines, such as: pattern, repetition, contrast and balance.
<b>K- 4 Benchmark 3B:</b> <i>Explore connections between the visual arts and other content areas.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Identify and discuss connections between the elements of art and the principles of design in art used in other content areas (e.g, shapes and patterns in math or texture and repetition in science).
	(b) Discuss connections between themes used in visual arts and other content areas (e.g., stories in art and language arts or scientific concepts about the seasons, as shown in art).
<b>2-3</b>	(a) Compare selected elements of art (color, form, line, shape, size, space, texture and value) and selected principles of design (balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity and variety) within other content areas.
	(b) Describe connections between visual arts and other content areas
<b>4-(6)</b>	(a) Demonstrate understanding by applying art elements (e.g., color, form, line, shape, size, space, texture and value) and principles of design ( <a href="#">balance</a> , <a href="#">symmetry</a> , <a href="#">contrast</a> , emphasis, movement, <a href="#">pattern</a> , proportion, <a href="#">repetition</a> , rhythm, unity and variety) to other content areas.
	(b) Describe relationships between visual art and other content areas.

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 4: Demonstrate an understanding of the dynamics of the <u>creative process</u>.</b>	
<b>K- 4 Benchmark 4A:</b> <i>Understand that works of art come from diverse sources of inspiration including personal and cultural experiences.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Discuss how some artists make art based on their personal and cultural experiences
	(b) Look for clues to an artist's creative processes used in some works of art.
<b>2-3</b>	(a) Demonstrate understanding of how artists create using various steps and sources of inspiration.
	(b) Interpret the possible sources of inspiration in works of art.
<b>4-(6)</b>	(a) Solve artistic challenges using preliminary sketches, divergent production, and various sources of <u>inspiration</u> .
	(b) Examine works of art with a focus on their sources of inspiration.
<b>K- 4 Benchmark 4B:</b> <i>Practice methods of reflection and self-evaluation of one's own artwork.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Describe the process of creating one's work of art.
	(b) Describe an artist's purpose for creating art work.
<b>2-3</b>	(a) Discuss and reflect about the process of creating art.
	(b) Review and interpret the artistic intent in the creation of a work of art.
<b>4-(6)</b>	(a) <u>Reflect</u> on the process of creating one's work of art.
	(b) Examine the success of personal/artistic intent in the creation of a work of art.
	(c) Research an idea to be used in an art work.

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</b>	
<b>K- 4 Benchmark 5A:</b> <i>Develop necessary skills for identifying the design elements, narrative components and <a href="#">symbolism</a> in a work of art.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Identify and describe what the student sees in his/her own work and the work of others (e.g., subject matter, design elements, expressive qualities and materials used in works of art and in the student's own art).
	(b) Interpret possible stories and feelings from an art work based on what the student sees.
<b>2-3</b>	(a) Interpret possible meanings and symbolism in art works and discuss how artists design their art for many reasons (e.g., to show what they see, to express feelings, to tell stories, to create with their imaginations, to make designs and to serve practical purposes).
	(b) Compare at least two pieces of art in terms of similarities and differences (e.g., in design, story, expression, function or symbolism).
<b>4-(6)</b>	(a) Analyze narrative and <a href="#">symbolic elements</a> in a piece of art.
	(b) Examine relationships among elements of art and principles of design found in a work of art.
<b>K-4 Benchmark 5B:</b> <i>Develop and practice skills necessary for communicating responses to a work of art.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Discuss how the use of elements of art can express ideas and feelings in one's own art
	(b) Describe what it was like to make one's work of art.
<b>2-3</b>	(a) Discuss reasons for selecting particular media to convey meaning in one's own art work.
	(b) Interpret the meaning of a work of art.
<b>4-(6)</b>	(a) Use visual art information to discuss the meaning of a work of art.
	(b) Communicate about works of art using activities such as class discussion, <a href="#">portfolio</a> collection and display.

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</b>	
<b>K-4 Benchmark 6A:</b> <i>Explore the visual arts of diverse peoples, times, places and cultures.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Examine art and discuss diverse cultural influences.
	(b) Create art about experiences within one's own culture.
<b>2-3</b>	(a) Explore similarities and differences among art works from various cultures or periods of history.
	(b) Become familiar with art forms that reflect New Mexico cultures.
<b>4-(6)</b>	(a) Make interpretations of art that reflect cultural and historical influences.
	(b) Experiment with creating art that reflects cultural and historical influences.
	(c) Classify art from various cultures and historical eras.
	(d) Recognize art from a variety of New Mexico and world cultures.

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</b>	
<b>K-4 Benchmark 7A: <i>Explore the role of specific inventions and their influence on art.</i></b>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Learn about and discuss art materials and media and when they came into use.
	(b) Demonstrate, explore and use different art media.
<b>2-3</b>	(a) Learn about examples and describe the impact of invention and technology on art.
	(b) Demonstrate understanding of how various technologies are used to create works of art (e.g., animation and computer games).
<b>4-(6)</b>	(a) Demonstrate an understanding of the impact of invention on a variety of arts- related careers.
	(b) Use various <a href="#">technologies</a> to create works of art.



<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 8: Contribute to communities by sharing expertise in the visual arts and by participating in the activities of <u>cultural institutions</u>.</b>	
<b>K- 4 Benchmark 8A: <i>View art in various community settings.</i></b>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Identify and describe art in various settings. (b) Name some examples of local public art.
<b>2-3</b>	(a) Talk about where art can be found in one's community and why it is there. (b) Associate types of art with likely display settings.
<b>4-(6)</b>	(a) Examine art in different contexts (e.g., in museums, galleries or other public settings, commercial art, etc.). (b) Discover and discuss at least two examples of local public art. (c) Compare and contrast the meanings of art found in commercial settings (e.g., advertisements, product design, television and the internet).
<b>K- 4 Benchmark 8B: <i>Develop an awareness of how artists have contributed to the community, and/or contribute artistically to the community.</i></b>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>K-1</b>	(a) Talk about art careers. (b) Show personal art work in various settings. (c) Contribute to community culture by exhibiting art work in various settings.
<b>2-3</b>	(a) Describe various art careers. (b) Participate in school or community art displays. (c) Contribute to community culture by exhibiting art work in various settings.
<b>4-(6)</b>	(a) Examine various arts careers. (b) Contribute to community culture by exhibiting art work in various settings..

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual art.</b>	
<b>6-8 BENCHMARK 1A:</b> <i>Produce art that demonstrates the elements of art and principles of design in a variety of media.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Produce art that demonstrates understanding and knowledgeable application of the use of the elements of art (color, form, line, shape, space, texture and value) and principles of design (balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity and variety).
	(b) Experiment with the elements of art and principles of design in a variety of media, in unique and new situations.
<b>6-8 BENCHMARK 1B:</b> <i>Explore and understand the use of art materials and techniques.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) : Apply and analyze a variety of materials, tools and techniques for producing art.
<b>6-8 Benchmark 1C:</b> <i>Recognize that there are multiple points of view about organizational principles of design and elements of art.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Compare the use of principles of design and elements of art in different works of art.
	(b) Engage in problem-solving activities that demonstrate unique and selective application of the principles of design and elements of art.
<b>6-8 Benchmark 1D:</b> <i>Know appropriate health and safety issues and use materials safely and responsibly.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Analyze potential hazards of art materials and tools.
	(b) Apply information about proper use of art materials.

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.</b>	
<b>6-8 BENCHMARK 2A:</b> <i>Apply art concepts to communicate ideas about self, communities, cultures and the world.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Communicate ideas and points of view to others through discussion of specific works of art.
	(b) Connect personal experience and knowledge of local and global communities as inspiration for expression in visual art.
<b>6-8 BENCHMARK 2B:</b> <i>Use subjects, themes, and symbols when expressing ideas in art works.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Explore a variety of ideas, images, themes, symbols and events through art making.
	(b) Infer connotations about the artist's emotions based on the use and placement of design principles and elements of art in one's own work and the work of others.

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.</b>	
<b>6-8 BENCHMARK 3A:</b> <i>Explore the characteristics of works in two or more arts disciplines that share similar subject matter, historical periods, or cultural contexts.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Identify similarities and differences among ideas, images, themes, symbols and events in specific works of visual art and works in other arts disciplines
	(b) Analyze and apply concepts used across arts disciplines, such as texture, repetition, contrast, balance, symmetry and pattern.
<b>6-8 BENCHMARK 3 B:</b> <i>Show ways in which principles and subject matter of other disciplines are interrelated with visual arts.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Identify and explain similarities and differences of concepts common to the visual arts and to other content areas.
	(b) Analyze art concepts, such as texture, repetition, contrast, balance, symmetry and pattern within other content areas.

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.</b>	
<b>6-8 BENCHMARK 4 A:</b> <i>Understand how the qualities and characteristics of various art, media, techniques, and processes influence the creative process to communicate experiences and ideas.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Apply idea-gathering processes, art elements and design principles in conjunction with subject, theme and content to express personal experiences and create meaning
	(b) Analyze personal reaction to art in different media.
	(c) Demonstrate how the use of media can convey meaning (e.g., the softness of pastels and watercolors, the texture of collage, the sparseness of wire, etc).
<b>6-8 BENCHMARK 4 B:</b> <i>Explore the influence of introspection, reflection, personal experiences, imagination and the dynamics of culture to works of art.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Examine specific instances in which culture influences art.
	(b) Explore personal experience, imagination and culture to create art with personal meanings.
	(c) Analyze the emotional connotations suggested by the use and placement of design principles and art elements in a particular piece of art.

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</b>	
<b>6-8 Benchmark 5A:</b> <i>Understand and distinguish multiple purposes and motivations for creating works of art.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Select and arrange the elements of art to express moods and feelings in one's own art and the art of others
	(b) Explain relationships between different elements found in a work of art
<b>6-8 BENCHMARK 5B:</b> <i>Understand personal, contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Analyze how history, context and culture can influence artists when making art, and can influence viewers when studying works of art.
	(b) Use historic, cultural and visual art concepts and information to explain the meaning of a piece of art.

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</b>	
<b>6-8 BENCHMARK 6A:</b> <i>Compare and describe artwork of various eras and cultures.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Compare and contrast art works and artifacts from two dissimilar world cultures
	(b) Experiment with creating art that reflects one's own cultural and historical influences.
<b>5-8 BENCHMARK 6B:</b> <i>Recognize historical and cultural themes, trends, and styles in various works of art.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Sort and classify a variety of art objects within an identified historical or cultural context.
	(b) Demonstrate art creation or selection that is inspired by cultural or historical influences

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</b>	
<b>6-8 BENCHMARK 7A:</b> <i>Analyze the role of specific inventions and their influence on art.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Explain the impact of invention on a variety of arts-related careers
	(b) Select various technologies to create works of art
<b>6-8 BENCHMARK 7B:</b> <i>Use, review, and evaluate computers and other electronic media as tools for design and communication of ideas.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Select the appropriate type of technology to achieve a desired outcome.
	(b) Incorporate the use of at least one means of electronic technology in creating an original work of art.



<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.</b>	
<b>6- 8 Benchmark 8A:</b> <i>Examine art in various community settings.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Examine art in different contexts including museums, galleries and other public settings, etc.
	(b) Analyze at least two examples of local public art.
<b>6-8 BENCHMARK 8B:</b> <i>Create an exhibit incorporating a variety of original art using different media.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>6-8</b>	(a) Participate in at least two art exhibits by providing original art.
	(b) Arrange, as part of a team, an art exhibit (e.g., assist with arrangements, display or decision-making).

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.</b>	
<b>9- 12 BENCHMARK 1A:</b> <i>Explore and understand the elements of art and principles of design and what makes them effective in solving specific art problems.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Integrate, with an increasing level of competence, the elements of art and principles of design to create works of art for specific purposes. (b) Evaluate elements of art, principles of design and other artistic concepts as to their effect in various works of art
<b>9- 12 BENCHMARK 1B:</b> <i>Show skill, confidence and sensitivity in applying knowledge of art media and techniques to the production of artwork.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Demonstrate an increasing level of competence in using processes, media and techniques to create experimental and display-quality works of art (b) Evaluate the use of techniques and effectiveness of media in various works of art.
<b>9- 12 BENCHMARK 1C:</b> <i>Recognize that there are multiple points of view about organizational principles of design and elements of art.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Produce a body of work that represents both diversity and effectiveness of selected mediums, techniques and artistic concepts for communicating. (b) Compare, support and summarize the use of specific artistic concepts in two or more works of art.
<b>9-12 BENCHMARK 1D:</b> <i>Demonstrate knowledge of appropriate health and safety issues as they pertain to the use of art material and equipment.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Evaluate potential hazards of art materials and tools (b) Integrate all acquired information about safety in the art studio into a set of appropriate procedures.

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.</b>	
<b>9- 12 BENCHMARK 2A:</b> <i>Combine art concepts to communicate simple and complex ideas.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Synthesize ideas and points of view into personal works of art.
	(b) Construct a personal portfolio to enhance expressive viewpoints and processes.
<b>9- 12 BENCHMARK 2B:</b> <i>Describe how specific works of art can communicate an idea or elicit a variety of responses through the use of selected media, techniques, and processes.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Compare and contrast a variety of art works in a historical and cultural context, and assimilate this into personal expression.
	(b) Review and assess the use of elements of art and principles of design in art works.

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.</b>	
<b>9- 12 BENCHMARK 3A:</b> <i>Create artwork that demonstrates an understanding of the relationship between selected subjects, symbols, images and design concepts from specific historic and cultural contexts.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Explore complex artistic expressions that combine multiple art disciplines, such as visual art and sound, movement or theatrical production.
	(b) Incorporate concepts or elements from other arts disciplines in a visual art project.
<b>9- 12 BENCHMARK 3B:</b> <i>Examine how specific works are created and how they relate to historical and cultural contexts, science, and the humanities.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Include in one's portfolio, examples that demonstrate an understanding of art based on cross-disciplinary learning
	(b) Explore challenging visual arts problems, independently using intellectual skills such as analysis, synthesis and evaluation.

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.</b>	
<b>9- 12 BENCHMARK 4A:</b> <i>Analyze the qualities and characteristics of various art, media, techniques, and processes that influence the creative process.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Synthesize idea-gathering processes, art elements and design principles with subject, theme and content to express personal experiences and create meaning in art.
	(b) Analyze and assess personal reactions to art in different media.
	(c) Predict how the combination of media and subject/theme can convey meaning.
<b>9- 12 BENCHMARK 4B:</b> <i>Express the introspective process used in creating personal artwork.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Use the language of art criticism to explore and identify purposes for creating art.
	(b) Explain the visual and other sensory qualities in art and nature, and their relationship to the social environment
	(c) Investigate, analyze and reflect on various writings, viewpoints and opinions about art.

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</b>	
<b>9- 12 BENCHMARK 5A:</b> <i>Demonstrate knowledge of analytical processes to create critical aesthetic statements concerning selected works of art.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Describe the processes used to analyze a work of art.
	(b) Analyze works of art from diverse world cultures and discuss the ideas, issues and events of the culture that these works convey.
	(c) Examine and analyze works of art and artifacts from diverse world cultures, and place them in a cultural and historical context, using appropriate vocabulary
<b>9- 12 BENCHMARK 5B:</b> <i>Apply concepts of analysis and criticism in producing artwork.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Synthesize the analysis of art elements and design principles into the process of creating a work of art
	(b) Select and integrate historic or cultural visual and aesthetic concepts (enduring ideas and processes) by creating an original work of art (e.g., using <a href="#">chiaroscuro</a> , <a href="#">golden rectangle</a> , etc).

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</b>	
<b>9- 12 BENCHMARK 6A:</b> <i>Describe uses and explore the meaning of art objects within diverse cultures, times, and geographic locations.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Interpret the meaning of works and artifacts in terms of the cultures that produced them. This includes the use of apprenticeship systems to maintain cultural heritage and the arts of contemporary artists, who may retain, reinterpret, challenge or critique cultural traditions.
	(b) Interpret the meaning of art works or visual culture in terms of the cultures that produced them, including contemporary critiques of the meanings embedded in popular culture (e.g., television, the Internet, video games, movies, etc.).
<b>9- 12 BENCHMARK 6B:</b> <i>Identify the characteristics and purposes of the historical and cultural contexts of selected pieces of art.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Present a body of work within a portfolio that reflects one's own inspiration, interpretation or critique, and that is influenced by a variety of cultural styles
	(b) Derive content for one's art work based on one's identity/culture.

<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</b>	
<b>9- 12 BENCHMARK 7A:</b> <i>Evaluate the role of invention and technology on art, directly and indirectly.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Explain or theorize regarding the effects of the technology of the time on historic works of art.
	(b) Analyze the effects of current technologies on traditional folk/culturally-oriented art.
<b>9- 12 BENCHMARK 7B:</b> <i>Demonstrate effective visual communication using current arts-related technology.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Integrate current technology into a work of art to achieve a specific outcome..
	(b) Develop a commencement portfolio that shows proficiency in using computers and other electronic media



<b>Strand: VISUAL ARTS</b>	
<b>Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.</b>	
<b>9- 12 BENCHMARK 8A:</b> <i>Analyze and evaluate art in various public settings including community displays and internet museums.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Analyze art in different contexts, such as museums, galleries and public shows (venues).
	(b) Analyze and evaluate the effectiveness of the display context itself (gallery, public show, internet museum) in terms of aesthetics and marketing strategies.
<b>9- 12 BENCHMARK 8B:</b> <i>Exhibit studio work in community-based exhibits.</i>	
<b>GRADES</b>	<b>PERFORMANCE STANDARDS</b>
<b>9-12</b>	(a) Develop commencement portfolios that show proficiency in skills of analysis and multiple media, including skills in using computers and other electronic media
	(b) Arrange (as part of a team) two or more exhibits, and contribute art work for at least two community-based art exhibits.

## Glossary of Visual Art Terms

**Aesthetics:** A branch of philosophy that focuses on the nature of beauty, the nature and value of art, and the inquiry processes and human responses associated with those topics.

**Analysis:** Identifying and examining separate parts as they function independently and together in creative works and studies of the visual arts.

**Artifact:** An object produced or shaped by human craft, especially a tool, weapon, or ornament of archaeological or historical interest.

**Art criticism:** Describing and evaluating the media, processes, and meanings of works of visual art, and making comparative judgments.

**Art history:** A record of the visual arts, incorporating information, interpretations, and judgments about art objects, artists, and conceptual influences on developments in the visual arts.

**Arts disciplines:** Dance, music, theatre/drama, visual art.

**Assess:** To analyze and determine the nature and quality of achievement through means appropriate to the subject.

**Balance:** refers to the ways in which the elements (lines, shapes, colors, textures, etc.) of a piece are arranged.

**Chiaroscuro:** From the Italian meaning "light-dark". The use of value contrasts to represent the effects of light and shadow.

**Color:** the visual perceptual property corresponding to the categories called red, yellow, white, etc. Color derives from the spectrum of light, but we often refer to the properties of the pigment or colored material based on their physical properties such as light absorption, reflection, etc.

**Color Scheme:** a planned combination of colors, often based on color wheel concepts. Common color schemes are monochromes (one color), analogs (similar colors), complements (opposite colors), and triads (3 colors equally distant on a color wheel).

**Context:** A set of interrelated conditions (such as social, economic, political) in the visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts and that define specific cultures and eras.

**Contrast:** the arrangement of opposite elements (light vs. dark colors, rough vs. smooth textures, large vs. small shapes, etc.).

**Create, creative or creativity:** a mental process involving the generation of new ideas or concepts, or new associations between existing ideas or concepts; the flexible and fluent generation of unique, complex, or elaborate ideas.

**Creative process:** The act of generating new ideas or concepts, and the steps involved.

## NM Standards and Benchmarks- Visual Arts

**Cultural institutions:** places such as theaters or museums that preserve or display The attitudes, values, patterns of behavior, social organization, and concepts of reality of a given people that persist through time.

**Elements of art/art elements:** Visual art components such as color, line, shape and form, texture, value.

**Expressive features:** Elements evoking affects such as joy, sadness, or anger.

**Expression:** A process of conveying ideas, feelings, and meanings through selective use of the communicative possibilities of the visual arts.

**Form:** the external three-dimensional outline, appearance or configuration of some thing.

**Golden rectangle:** a rectangle whose side lengths are in the golden ratio, approximately 1:(a)618. When a square section is removed, the remainder is another golden rectangle. Many artists and architects have proportioned their works to approximate the form of the golden rectangle, which has been considered aesthetically pleasing.

**Ideas:** Formulated thoughts, opinions, or concepts that can be represented in visual or verbal form.

**Inspiration:** sudden creativity in artistic production.

**Line:** a mark that is long relative to its width.

**Material/art materials:** things needed for doing or making something.

**Media/art media:** Broad categories for grouping works of visual art according to the art materials used.

**Pattern:** the repetitive use of any shape, object, color, line, or other component in a work.

**Perception:** Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images, and feelings.

**Portfolio:** A collection of an artist's work. This system is based on visual and performing art and writing through production, reflection and perception. Comparing and Contrasting learning, journal entries, observations, critique sessions and approach to work.

**Principles of design/ Organizational principles:** rhythm and movement, balance, contrast, pattern, proportion, unity and variety.

**Process:** A complex operation involving a number of methods or techniques, such as the addition and subtraction processes in sculpture, the etching and intaglio processes in printmaking, or the casting or constructing processes in making jewelry.

## NM Standards and Benchmarks- Visual Arts

**Reflection:** contemplation, as in a calm lengthy consideration; or, a remark expressing careful consideration.

**Repetition:** a way of combining art elements so that the same pieces are used over and over to achieve balance and harmony.

**Shape:** A two-dimensional (or implied two-dimensional) area defined by line or changes in value and/or color; an outline (or implied outline) of an object is its shape. The three categories of shape include: natural, non-objective, and geometric.

**Structures:** Means of organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art.

**Symbol:** An image that stands for something more than its own literal meaning.

**Symbolic elements:** see symbol and symbolism. Colors, letters, numbers, geometric shapes, orientation, gesture, materials and other attributes can be symbolic elements in our culture and in other cultures.

**Symbolism:** The representation of things or ideas by use of symbols.

**Symmetry:** Called formal balance, symmetry is a design with identical or nearly identical form on opposite sides of a dividing line or central axis; or, balance among the parts of something.

**techniques:** a method or way of working with materials to create a work of art, sometimes with well-defined procedures to accomplish specific effects.

**Technologies:** tools, equipment or techniques for performing particular activities  
Technology includes all the objects from pencil and paper to the latest electronic gadget.

**Texture:** the surface quality or physical feel of a piece of art; or the representation or invention of the appearance of such a surface quality; examples are flat, bumpy, rough, smooth, etc.

**Tools:** a device that provides a mechanical or mental advantage in accomplishing a task.

**Visual Arts:** A broad category that includes the traditional fine arts such as drawing, painting, printmaking, sculpture; communication and design arts such as film, television, graphics, product design; architecture and environmental arts such as urban, interior, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

**Visual arts problems:** Specific challenges based in thinking about and using visual arts components.