



Hamburg School

Visual & Performing Arts Curriculum

April 2009

Hamburg School

K – 8 Visual & Performing Arts Mastery Indicators

Key:

B = Beginning to explore concept/skill

D = In process of developing the concept/skill

M = Demonstrates concept/skill mastery

M = Mastery as indicated by the State of New Jersey

Based on 2009 NJCCCS Standards

1.1 The Creative Process

1.1.A. Dance	Pre K Kindergarten	1	2	3	4	5	6	7	8
Identify the elements of dance (the compositional building blocks of dance, including time, space and energy) in planned and improvised dance sequences.	B	D	M	M	M	M	M	M	M
Use improvisation to discover new movement to fulfill the intent of the choreography.	B	D	M	M	M	M	M	M	M
Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.	B	D	M	M	M	M	M	M	M
Apply and adapt isolated and coordinated body part articulations, body alignment, balance (for example, in dance, complementary positions that are on or off the vertical, horizontal, or transverse axes), and body patterning (for example, in dance, unilateral movement, contra-lateral movement, upper/lower body coordination, or standing or moving on two feet vs. one foot during movement patterns)	B	D	M	M	M	M	M	M	M
Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures(for example, AB, ABA, canon, call and response, narrative, rondo, palindrome, theme, variation, and others) in various dance works.				B	D	M	M	M	M

Mastery Indicators (continued) Dance (1.1.A)	Pre K Kindergarten	1	2	3	4	5	6	7	8
Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.			B	B	D	M	M	M	M
Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.			B	B/D	D	M	M	M	M
Differentiate contrasting and complimentary shapes, shared weight centers, body parts, body patterning (for example, in dance, unilateral movement, contra-lateral movement, upper/lower body coordination, or standing or moving on two feet vs. one foot during movement patterns), balance (for example, in dance, complementary positions that are on or off the vertical, horizontal, or transverse axes), and range of motion in compositions and performances.				B	D	M	M	M	M
Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.						B	B/D	D	M
Analyze dance techniques and styles to discern the compositional use of the elements of dance (the compositional building blocks of dance, including time, space, and energy) and choreographic principles relating to dynamics, as well as to discern spatial relationships.							B	D	M
Examine how dance compositions are influenced by various social themes and arts media (artistic methods, processes, or means of expression used to produce a work of art).							B	D	M

Mastery Indicators (continued)	Pre K Kindergarten	1	2	3	4	5	6	7	8
Dance (1.1.A)							B	D	M
Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.									
1.1.B. Music	Pre K Kindergarten	1	2	3	4	5	6	7	8
Explore the elements of music (the compositional building blocks of music, including texture, harmony, melody, and rhythm) through verbal and written responses to diverse aural prompts and printed scores.	B	D	M	M	M	M	M	M	M
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	B	D	M	M	M	M	M	M	M
Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.	B	D	M	M	M	M	M	M	M
Categorize families of instruments and identify their associated musical properties.	B	D	M	M	M	M	M	M	M
Identify the elements of music (the compositional building blocks of music, including texture, harmony, melody, and rhythm) in response to aural prompts and printed music notational systems.			B	B/D	D	M	M	M	M
Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.				B	D	M	M	M	M
Analyze the application of the elements of music (the compositional building blocks of music, including texture, harmony, melody, and rhythm) in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.							B	D	M

Mastery Indicators (continued)	Pre K	1	2	3	4	5	6	7	8
Music (1.1.B)	Kindergarten								
Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.							B	D	M
1.1.C. Theatre	Pre K	1	2	3	4	5	6	7	8
Kindergarten									
Identify basic elements of theatre (the compositional building blocks of theatre, including but not limited to plot, character, action, spectacle, and sound) and describe their use in a variety of theatrical performances.	B	D	M	M	M	M	M	M	M
Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).	B	D	M	M	M	M	M	M	M
Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.	B	D	M	M	M	M	M	M	M
Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.	B	D	M	M	M	M	M	M	M
Evaluate the characteristics of a well-made play (incident, confrontation, rising action, climax, dénouement, and resolution) in a variety of scripts and performances.				B	D	M	M	M	M
Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.				B	D	M	M	M	M

Mastery Indicators (continued)	Pre K Kindergarten	1	2	3	4	5	6	7	8
Theatre (1.1.C)									
Analyze the use of technical theatrical elements (i.e. lighting, sets, properties, and sound) to identify how time, place, mood, and theme are created.			B	B/D	D	M	M	M	M
Explain the function of sensory recall and apply it to character development.				B	D	M	M	M	M
Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras (artworks that share distinct characteristics and common themes associated with a period of history).						B	B/D	D	M
Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.							B	D	M
Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.						B	B/D	D	M
Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.						B	B/D	D	M
1.1.D. Visual Art	Pre K Kindergarten	1	2	3	4	5	6	7	8
Identify the basic elements of art (the compositional building blocks of visual art, including line, color, shape, form, texture, and space) and principles of design in diverse types of artwork.	B	D	M	M	M	M	M	M	M
Identify elements of art and principles of design in specific works of art and explain how they are used.	B	D	M	M	M	M	M	M	M
Identify elements of art and principles of design that are evident in everyday life.				B	D	M	M	M	M

Mastery Indicators (continued) Visual Art (1.1.D)	Pre K Kindergarten	1	2	3	4	5	6	7	8
Compare and contrast works of art in various mediums that use the same art elements and principles of design.				B	D	M	M	M	M
Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.							B	D	M
Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.						B	B/D	D	M

1.2 History of the Arts and Culture

1.2.A. History of the Arts and Culture	Pre K Kindergarten	1	2	3	4	5	6	7	8
Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	B	D	M	M	M	M	M	M	M
Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	B	D	M	M	M	M	M	M	M
Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.			B	B/D	D	M	M	M	M
Relate common artistic elements that define distinctive art genres (artworks that share characteristic approaches to content, form, style, and design) in dance, music, theatre, and visual art.				B	D	M	M	M	M

Mastery Indicators (continued) History of Arts and Culture (1.2.A)	Pre K Kindergarten	1	2	3	4	5	6	7	8
Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.				B	D	M	M	M	M
Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.						B	B/D	D	M
Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.							B	D	M
Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.							B	D	M

1.3 Performance

1.3.A. Dance	Pre K Kindergarten	1	2	3	4	5	6	7	8
Move the body in a variety of ways, with and without music.	M	M	M	M	M	M	M	M	M
Respond to changes in tempo and a variety of musical rhythms through body movement.	M	M	M	M	M	M	M	M	M
Participate in simple sequences of movements.	M	M	M	M	M	M	M	M	M
Define and maintain personal space, concentration, and focus during creative movement/dance performances.	M	M	M	M	M	M	M	M	M
Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.	M	M	M	M	M	M	M	M	M
Use movement/dance to convey meaning around a theme or to show feelings.	M	M	M	M	M	M	M	M	M

Mastery Indicators (continued) Dance (1.3.A)	Pre K Kindergarten	1	2	3	4	5	6	7	8
Create and perform planned and improvised movement sequences using the elements of dance (the compositional building blocks of dance, including time, space, and energy), with and without musical accompaniment, to communicate meaning around a variety of themes.	B	D	M	M	M	M	M	M	M
Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.	B	D	M	M	M	M	M	M	M
Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.	B	D	M	M	M	M	M	M	M
Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.	B	D	M	M	M	M	M	M	M
Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.			B	B/D	D	M	M	M	M
Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.			B	B/D	D	M	M	M	M
Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.				B	D	M	M	M	M
Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.		B	B	B/D	D	M	M	M	M

Mastery Indicators (continued)	Pre K Kindergarten	1	2	3	4	5	6	7	8
Dance (1.3.A)				B	D	M	M	M	M
Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance (for example, in dance, complementary positions that are on or off the vertical, horizontal, or transverse axes), initiation of movement, and direction of focus.									
Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.							B	D	M
Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.							B	D	M
Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.							B	D	M
Use media arts and technology in the creation and performance of short, original choreographic compositions.							B	D	M
1.3.B. Music	Pre K Kindergarten	1	2	3	4	5	6	7	8
Sing a variety of songs with expression, independently and with others.	M	M	M	M	M	M	M	M	M
Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.	M	M	M	M	M	M	M	M	M
Clap or sing songs with repetitive phrases and rhythmic patterns.	M	M	M	M	M	M	M	M	M
Listen to, imitate, and improvise sounds, patterns, or songs.	M	M	M	M	M	M	M	M	M
Participate in and listen to music from a variety of cultures and times.	M	M	M	M	M	M	M	M	M
Recognize and name a variety of music elements using appropriate music vocabulary.	M	M	M	M	M	M	M	M	M

Mastery Indicators (continued) Music (1.3.B)	Pre K Kindergarten	1	2	3	4	5	6	7	8
Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	B	D	M	M	M	M	M	M	M
Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.	B	D	M	M	M	M	M	M	M
Demonstrate correct playing techniques for Orff instruments (precursors to melodic musical instruments, such as hand drums, xylophones, metalliphones, wood blocks, triangles, and others) or equivalent homemade instruments.	B	D	M	M	M	M	M	M	M
Vocalize the home tone (the first or key tone of any scale) of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	B	D	M	M	M	M	M	M	M
Improvise short tonal and rhythmic patterns over ostinatos (a short melodic phrase persistently repeated by the same voice or instrument), and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	B	D	M	M	M	M	M	M	M
Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.	B	D	M	M	M	M	M	M	M
Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.	B	D	M	M	M	M	M	M	M
Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter (a time signature), and compound meter (measures of music in which the upper numerator is divisible by three such as 6/8 or 9/8 time).				B	D	M	M	M	M

Mastery Indicators (continued)	Pre K	1	2	3	4	5	6	7	8
Music (1.3.B)	Kindergarten								
Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.			B	B/D	D	M	M	M	M
Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.				B	D	M	M	M	M
Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.				B	D	M	M	M	M
Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.							B	D	M
Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.							B	D	M
Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.							B	D	M
Improvise music in a selected genre or style, using the elements of music (the compositional building blocks of music, including texture, harmony, melody, and rhythm) that are consistent with basic playing and/or singing techniques in that genre or style.							B	D	M
1.3.C. Theatre	Pre K	1	2	3	4	5	6	7	8
	Kindergarten								
Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, and mechanic).	M	M	M	M	M	M	M	M	M
Use memory, imagination, creativity, and language to make up new roles and act them out.	M	M	M	M	M	M	M	M	M
Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	M	M	M	M	M	M	M	M	M
Differentiate between fantasy/pretend play and real events.	M	M	M	M	M	M	M	M	M

Mastery Indicators (continued) Theatre (1.3.C)	Pre K Kindergarten	1	2	3	4	5	6	7	8
Sustain and extend dramatic play during dramatic play interactions (i.e., anticipate what will happen next).	M	M	M	M	M	M	M	M	M
Participate in and listen to stories and dramatic performances from a variety of cultures and times.	M	M	M	M	M	M	M	M	M
Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.	B	D	M	M	M	M	M	M	M
Use voice and movement in solo, paired, and group pantomimes and improvisations.	B	D	M	M	M	M	M	M	M
Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.	B	D	M	M	M	M	M	M	M
Create original plays using script-writing formats that include stage directions and technical theatrical elements (technical aspects of theatre, such as lighting, sets, properties, and sound), demonstrating comprehension of the elements of theatre (the compositional building blocks of theatre, including but not limited to plot, character, action, spectacle, and sound) and story construction.				B	D	M	M	M	M
Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.				B	D	M	M	M	M
Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.							B	D	M

Mastery Indicators (continued)	Pre K	1	2	3	4	5	6	7	8
Theatre (1.3.C)	Kindergarten								
Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills (For example, articulation, breath control, projection, body alignment), acting techniques, and active listening skills.							B	D	M
1.3.D. Visual Art	Pre K	1	2	3	4	5	6	7	8
	Kindergarten								
Demonstrate the safe and appropriate use and care of art materials and tools.	M	M	M	M	M	M	M	M	M
Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	M	M	M	M	M	M	M	M	M
Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer), and elements in the visual arts.	M	M	M	M	M	M	M	M	M
Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.	M	M	M	M	M	M	M	M	M
Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	M	M	M	M	M	M	M	M	M
Create more recognizable representations as eye-hand coordination and fine motor skills develop.	M	M	M	M	M	M	M	M	M
Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums (material or technique used for expression in art. In art, "medium" refers to the physical substance used to create artwork. Types of materials include clay, pencil, paint, and others) and application methods.	B	D	M	M	M	M	M	M	M

Mastery Indicators (continued) Visual Art (1.3.D)	Pre K Kindergarten	1	2	3	4	5	6	7	8
Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.	B	D	M	M	M	M	M	M	M
Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.	B	D	M	M	M	M	M	M	M
Explore the use of a wide array of art mediums (material or technique used for expression in art. In art, "medium" refers to the physical substance used to create artwork. Types of materials include clay, pencil, paint, and others) and select tools that are appropriate to the production of works of art in a variety of art media.	B	D	M	M	M	M	M	M	M
Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums (material or technique used for expression in art. In art, "medium" refers to the physical substance used to create artwork. Types of materials include clay, pencil, paint, and others) and art media.	B	D	M	M	M	M	M	M	M
Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art (The compositional building blocks of visual art, including line, color, shape, form, texture, and space) and principles of design.				B	D	M	M	M	M
Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.				B	D	M	M	M	M

Mastery Indicators (continued) Visual Art (1.3.D)	Pre K Kindergarten	1	2	3	4	5	6	7	8
Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.				B	D	M	M	M	M
Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums (material or technique used for expression in art. In art, "medium" refers to the physical substance used to create artwork. Types of materials include clay, pencil, paint, and others) to create original works of art.			B	B/D	D	M	M	M	M
Collaborate in the creation of works of art using multiple art media and art mediums (material or technique used for expression in art), and present the completed works in exhibition areas inside and outside the classroom.			B	B/D	D	M	M	M	M
Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums (material or technique used for expression in art. In art, "medium" refers to the physical substance used to create artwork) to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).							B	D	M
Apply various art media, art mediums (material or technique used for expression in art. In art, "medium" refers to the physical substance used to create artwork. Types of materials include clay, pencil, paint, and others), technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.							B	D	M

Mastery Indicators (continued) Visual Art (1.3.D)	Pre K Kindergarten	1	2	3	4	5	6	7	8
Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.							B	D	M
Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.							B	D	M
Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras (artworks that share distinct characteristics and common themes associated with a period of history), and use these visual statements as inspiration for original artworks.							B	D	M
Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.							B	D	M

1.4 Aesthetic Responses & Critique Methodologies

1.4.A. Aesthetic Responses	Pre K Kindergarten	1	2	3	4	5	6	7	8
Describe feelings and reactions in response to a creative movement/dance performance.	M	M	M	M	M	M	M	M	M
Describe feelings and reactions in response to diverse musical genres and styles.	M	M	M	M	M	M	M	M	M
Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.	M	M	M	M	M	M	M	M	M

Mastery Indicators (continued) Aesthetic Responses (1.4.A)	Pre K Kindergarten	1	2	3	4	5	6	7	8
Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	M	M	M	M	M	M	M	M	M
Begin to demonstrate appropriate audience skills during creative movement and dance performances.	M	M	M	M	M	M	M	M	M
Begin to demonstrate appropriate audience skills during recordings and music performances.	M	M	M	M	M	M	M	M	M
Begin to demonstrate appropriate audience skills during storytelling and performances.	M	M	M	M	M	M	M		
Identify aesthetic qualities of exemplary works (Works representing genres of art that may be examined from structural, historical, and cultural perspectives) of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	B	D	M	M	M	M	M	M	M
Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.	B	D	M	M	M	M	M	M	M
Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).	B	D	M	M	M	M	M	M	M
Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	B	D	M	M	M	M	M	M	M
Employ basic, discipline-specific arts terminology (language used to talk about art that is specific to the arts discipline) to categorize works of dance, music, theatre, and visual art according to established classifications.				B	D	M	M	M	M

Mastery Indicators (continued)	Pre K	1	2	3	4	5	6	7	8
Aesthetic Responses (1.4.A)	Kindergarten								
Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.				B	D	M	M	M	M
Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).				B	D	M	M	M	M
Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art							B	D	M
Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.							B	D	M
Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.							B	D	M
Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.							B	D	M
Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.							B	D	M
Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.							B	D	M
Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.							B	D	M
1.4.B. Critique Methodologies	Pre K	1	2	3	4	5	6	7	8
	Kindergarten								
Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.	B	D	M	M	M	M	M	M	M
Apply the principles of positive critique in giving and receiving responses to performances.	B	D	M	M	M	M	M	M	M

Mastery Indicators (continued) Critique Methodologies (1.4.B)	Pre K Kindergarten	1	2	3	4	5	6	7	8
Recognize the making subject or theme in works of dance, music, theatre, and visual art.	B	D	M	M	M	M	M	M	M
Assess the application of the elements of art (the compositional building blocks of visual art, including line, color, shape, form, texture, and space) and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.				B	D	M	M	M	M
Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.			B	B/D	D	M	M	M	M
Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.				B	D	M	M	M	M
Define technical proficiency, using the elements of the arts and principles of design.				B	D	M	M	M	M
Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.				B	D	M	M	M	M
Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.							B	D	M
Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.							B	D	M
Compare and contrast examples of archetypal (an artwork that epitomizes a genre of art) subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.							B	D	M