

HIGH SCHOOL ARTS AND HUMANITIES

Kentucky Core Academic Standards – Arts and Humanities – High School

At the high school level, students may choose to specialize in one or more art forms. Specialization will enable students to study an art form in an in-depth manner and work toward achieving proficiency and mastery in creating, performing, and responding to their chosen art form. Students who specialize in an art form will participate in performance-based arts courses designed to develop skills and understanding that will enable students to use the art form as a high level communication tool. This is accomplished through the development of creativity and production or performance skills. Performance-based courses also connect the arts with their historical and cultural contexts as students study exemplary works and learn the impact of time, place and personality on the arts. In addition, these courses promote an understanding of the interrelationships among the arts disciplines and connections with other academic content areas.

Students choosing not to specialize in an art form will move beyond the grounding in the arts achieved at the middle school level toward proficiency in the arts. Emphasis for these students should be placed on exposing students to a variety of arts through active experiences in all four art forms, and developing further understanding and appreciation of the historical and cultural significance of dance, drama/theatre, music and visual arts. A higher emphasis on the process of responding to the arts is a natural outcome of this more general approach to arts and humanities education, however creating and performing the arts remain as critical processes in the general education of all students and promote deep understanding and appreciation of the arts.

The arts and humanities content standards at the high school level are directly aligned with Kentucky's broad standards called the **Academic Expectations**. The **Academic Expectations** are directly related to the *National Standards for Arts Education (1994)*.

Arts and humanities grade level content standards are organized around five “Big Ideas” that are important to the arts disciplines. The five big ideas in arts and humanities are: Structures in the Arts, Humanity in the Arts, Purposes for Creating the Arts, Processes in the Arts and Interrelationships Among the Arts. The Big Ideas are conceptual organizers for arts and humanities and are similar at each grade level to ensure students have multiple opportunities throughout their school careers to develop skills and concepts linked to each Big Idea.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of the arts and humanities. The understandings represent the desired results - what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lesson plans.

Skills and concepts describe ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for arts and humanities are fundamental to arts literacy and proficiency, and build on prior learning.

The three arts processes of creating, performing and responding to the arts provide a basis for deep understanding and appreciation of the arts. In the processes of creating and performing, a variety of technologies are employed, ranging from primitive technologies to cutting edge electronic and digital technologies.

Creating involves planning and creating new music, dance, drama/theatre or visual arts, or it may involve improvising in music, dance or drama/theatre. Improvising is the composing of new music, reciting/acting new dramatic material, or creating new dance movements on the spur of the moment.

Performing is limited to the performing arts of music, dance and drama/theatre. Performing involves presenting previously created works for an audience. Although the process of performing involves following a creative plan conceived by a composer, playwright or choreographer, there is still opportunity for creative interpretations in the performance.

Responding to the arts involves responses on multiple levels. The arts are a tool for communication and are capable of delivering meaning through literal and emotional content. Responding to the emotional content of artworks involves actually feeling the emotion(s) set forth by the creator. Responding can also involve intellectual analysis of works of art in regard to their design, effectiveness and quality.

Academic Expectations 2.25 and 2.26 bring forward the study of the humanities aspects of the arts. The arts reflect time, place, and society and offer a mirror to the human experience. The powerful communication qualities of the arts also enable them to be a factor that can drive the human experience. Study of historical and cultural contexts in the arts is an essential and integral part of instruction across all the art forms and across all grade levels.

High school humanities study begins with a review of cultures and periods introduced in middle school level. This is to reinforce learning and ensure understanding of cultures and periods that will be addressed at the high school level. High school study will again return to arts of various world civilizations, but will focus more on world civilization from 1500 A. D. to the present. United States study will incorporate the time period from the reconstruction after the Civil War to the present. Students will also study unique art forms of Asia and the Middle East. Students will examine historical style periods in the arts through study of specific time periods and styles, and by studying exemplary works of art and exemplary artists of each historical period.

Big Idea: Structure in the Arts

Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media and subject matter that impact artistic products and specific styles and genre that provide a context for creating works. It is the artist's choice of these structural components in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret or critique artworks from other artists, cultures and historical periods.

Academic Expectations

- 1.12** Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13** Students make sense of ideas and communicate ideas with the visual arts.
- 1.14** Students make sense of ideas and communicate ideas with music.
- 1.15** Students make sense of and communicate ideas with movement.
- 2.23** Students analyze their own and others' artistic products and performances using accepted standards.

High School Enduring Knowledge – Understandings

Students will understand that

- the elements of music, dance and drama are intentionally applied in creating and performing.
- the elements and principles of design of visual art are intentionally applied in creating works of art.
- responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.
- existing and emerging technologies can inspire new applications of structural components.

High School Skills and Concepts – Music

Students will

- use appropriate terminology to analyze and evaluate the use of elements in a variety of musical compositions (rhythm, tempo, melody, harmony, form, timbre, dynamics)
- apply the elements of music with technical accuracy and expression while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others
- listen to and analyze how changing different elements results in different musical effects
- recognize, describe, and compare various musical forms (rondo, theme and variation, opera – overture, aria, recitative, movements of classical symphony)

High School Skills and Concepts – Dance

Students will

- use appropriate terminology to analyze and evaluate the use of elements in a variety of dance (space, time, force)
- apply elements of dance and principles of movement (e.g., balance, initiation of movement, weight shift) to:
 - expressively create and perform a range of patterns of movement
 - analyze and evaluate the use of choreographic forms in dance (theme and variation, rondo, narrative)
 - analyze and describe how themes in dances and styles of dance communicate ideas and feelings
 - identify and explain characteristics of dance styles (ballet, tap, jazz, modern)
- describe and analyze the relationships between and among music, costumes, lighting, props/scenery and choreography

Big Idea: Structure in the Arts – Continued

High School Skills and Concepts – Drama/Theatre

Students will

- use appropriate terminology to analyze and evaluate the use of elements of drama (literary, technical, performance) in a variety of dramatic works
- use the elements of drama to:
 - expressively create and perform dramatic works
 - explain how technical elements (staging, scenery, props, costumes, make-up, lighting, sound) and performance elements (acting, speaking, nonverbal expression) create mood, believable characters and advance the message being communicated
- use print and non-print sources to explore and evaluate a variety of dramatic works (e.g., theater and dramatic media – film, television, electronic media)

High School Skills and Concepts – Visual Arts

Students will

- use appropriate terminology to analyze and evaluate the use of elements of art (line, shape, form, texture, color) and principles of design (e.g., emphasis, pattern, balance, contrast) in a variety of visual artworks
- expressively use the elements of art, principles of design and a variety of processes in creating artworks
- apply organizational structures and evaluate what makes them effective or not effective in communicating ideas
- analyze and evaluate the use of elements of art (e.g., line, shape, color properties, color schemes/groups, form, texture, space, value) and principles of design (e.g., repetition, emphasis, pattern, balance, contrast, rhythm, proportion, movement) in a variety of two and three dimensional artworks
- identify and use a variety of subject matter in viewing and creating visual artworks (representational – e.g., landscape, portrait, still life, nonrepresentational – e.g., abstract, nonobjective)

Big Idea: Humanity in the Arts

The arts reflect the beliefs, feelings and ideals of those who create them. Experiencing the arts allows one to experience time, place and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

Academic Expectations

- 2.24** Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
- 2.25** In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 2.26** Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

High School Enduring Knowledge – Understandings

Students will understand that

- the arts are powerful tools for understanding human experiences both past and present.
- the arts help us understand others' (often very different) ways of thinking, working and expressing ourselves.
- the arts play a major role in the creation and defining of cultures and building civilizations.

High School Skills and Concepts – Music

Students will

- describe, analyze and evaluate distinguishing characteristics of music representing a variety of world cultures and historical/style periods (European: Renaissance, Baroque, Neo-Classicism/"Classical," Romanticism, Impressionism/Post-Impressionism, Modern and Contemporary; American: Modern and Contemporary)
- listen to, perform and classify music representing a variety of world cultures and historical/style periods
- examine music from various world cultures and explain how music reflects the culture, cultural beliefs or blending of cultures; use examples to illustrate how music has directly influenced society or culture
- examine music from various time periods and explain how the influence of time and place are reflected in the music

High School Skills and Concepts – Dance

Students will

- describe, analyze and evaluate distinguishing characteristics of dance representing a variety of world cultures and historical/style periods (European: Renaissance, Baroque, Modern and Contemporary Romantic; American: Realism, Modern and Contemporary)
- observe, classify and perform dance representing a variety of world cultures and historical/style periods
- examine dance from various world cultures and explain how dance reflects the culture, cultural beliefs or blending of cultures; use examples to illustrate how dance has directly influenced society or culture
- examine dance from various time periods and explain how the influence of time and place are reflected in the dance

Big Idea: Humanity in the Arts – Continued

High School Skills and Concepts – Drama/Theatre

Students will

- describe, analyze and evaluate distinguishing characteristics of dramatic work representing a variety of world cultures (Japanese, American Modern and Contemporary) and historical/style periods (European: Renaissance, Neo-Classicism/Classical, Romanticism, Realism)
- observe, classify, and perform dramatic works representing a variety of world cultures and historical/style periods
- examine dramatic works from various world cultures and explain how dramatic works reflect the culture, cultural beliefs or blending of cultures; use examples to illustrate how dramatic works have directly influenced society or culture
- examine dramatic works from various time periods and explain how the influence of time and place are reflected in them
- use print and non-print sources to explore, describe and interpret universal themes, characterization, situations in dramas and characteristics of theater from different cultures or time periods

High School Skills and Concepts – Visual Arts

Students will

- describe, analyze and evaluate distinguishing characteristics of visual art representing a variety of world cultures (Middle Eastern, Asian, Modern and Contemporary European and American) and historical/style periods (Renaissance, Baroque, Neo-Classicism, Romanticism, Realism, Impressionism/Post-Impressionism)
- observe, classify and create visual art according to styles and processes used in a variety of world cultures and historical/style periods
- examine visual artworks from various world cultures and explain how artworks reflect the culture, cultural beliefs or blending of cultures; use examples to illustrate how artworks have directly influenced society or culture
- examine visual artworks from various time periods and explain the influence of time and place are reflected in them
- use print and non-print sources to explore, describe and interpret universal themes, characterization and situations in artworks from different cultures or time periods

Big Idea: Purposes for Creating the Arts

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

Academic Expectations

- 1.12** Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13** Students make sense of ideas and communicate ideas with the visual arts.
- 1.14** Students make sense of ideas and communicate ideas with music.
- 1.15** Students make sense of and communicate ideas with movement.
- 2.22** Students create works of art and make presentations to convey a point of view.
- 2.26** Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

High School Enduring Knowledge – Understandings

Students will understand that

- the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).
- the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits or leisure.
- the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

High School Skills and Concepts – Music

Students will

- compare, interpret and explain purposes for which music is created to fulfill (ceremonial, recreational, artistic expression)
- create new, listen to, choose and perform music to fulfill a variety of specific purposes

High School Skills and Concepts – Dance

Students will

- compare, interpret and explain purposes for which dance is created (ceremonial, recreational, artistic expression)
- create new, observe, choose and perform dance to fulfill a variety of specific purposes

High School Skills and Concepts – Drama/Theatre

Students will

- compare, interpret and explain purposes for which drama/theatre is created (sharing the human experience, passing on tradition and culture, recreational, artistic expression)
- create or write new, observe, choose and perform dramatic works to fulfill a variety of specific purposes

High School Skills and Concepts – Visual Arts

Students will

- compare, interpret and explain purposes for which visual art is created (ceremonial, artistic expression, narrative, functional, persuasive)
- create new, choose and experience artworks created to fulfill a variety of specific purposes

Big Idea: Processes in the Arts

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

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- 1.15** Students make sense of and communicate ideas with movement.
- 2.22** Students create works of art and make presentations to convey a point of view.
- 2.25** In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

High School Enduring Knowledge – Understandings

Students will understand that

- there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.
- full understanding and appreciation of the arts requires some degree of involvement in all three processes.
- openness, respect for work and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.
- existing and emerging technologies can extend the reach of the art form to new audiences.

High School Skills and Concepts – Music

Students will

- be actively involved in creating, notating, improvising and performing music (e.g., similar style answers to musical phrases, variations on given melodies, demonstrating unity/variety, tension/release, and balance) alone and with others
- use knowledge of musical elements to create and perform music in an expressive manner
- sing or perform on instruments, alone or with others, reading basic music notation (with practice)
- use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others
- identify and apply criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest, technical accuracy)
- demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way
- explore skills and training necessary for a variety of careers related to music

Big Idea: Processes in the Arts – Continued

High School Skills and Concepts – Dance

Students will

- be actively involved (individually and in groups) in creating and performing dance (using the elements of dance: space, time and force) in a variety of choreographic forms (theme and variation, rondo, narrative)
- demonstrate appropriate alignment, strength and flexibility while performing dance movement
- apply knowledge of dance elements and dance terminology to:
 - expressively create and perform dance to communicate thoughts, ideas and/or feelings
 - describe and critique their own performances and the performances of others
- identify and apply criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest)
- demonstrate behavior appropriate for observing the particular context and style of dance being performed; discuss opinions with peers in a supportive and constructive way
- explore skills and training necessary for a variety of careers related to dance

High School Skills and Concepts – Drama/Theatre

Students will

- be actively involved in creating, improvising and performing dramatic works alone and with others, using elements of drama (Literary, Technical, Production)
- use knowledge of elements of drama to:
 - create and perform dramatic works in an expressive manner
 - describe and critique their own performances and the performances of others
- use a variety of resources (e.g., research, peers, technology) to:
 - write, refine, and record dialogue, monologues, and action
 - explore jobs/careers (e.g., playwright, director, actor) and skills associated with dramatic arts (theater, dramatic media)
- identify and apply criteria for evaluating dramatic works (e.g., skill of performers, originality, emotional impact, variety, interest, technical requirements: lighting, sound, scenery, costumes, make-up)
- demonstrate behavior appropriate for observing the particular context and style of dramatic works being performed; discuss opinions with peers in a supportive and constructive way
- explore skills and training necessary for a variety of careers related to dramatic arts

High School Skills and Concepts – Visual Arts

Students will

- be actively involved in selecting media, techniques, subject matter and processes for creating artworks for specific purposes, applying the elements of art and principles of design
- use knowledge of the elements and principles of art and art terminology to:
 - create expressive artworks
 - describe and critique their own work creations and the creations of others (e.g., how the communication of ideas relates to media, techniques, or processes used)
- identify and apply criteria for evaluating visual arts (e.g., skill of artist, originality, emotional impact, variety, interest, technical quality)
- demonstrate behavior appropriate for observing the particular context and style of the artwork being viewed; discuss opinions with peers in a supportive and constructive way
- describe personal responses to artwork; explain why there might be different responses to specific works of art (e.g., personal experience, interest, medium used, effectiveness of message)
- explore skills and training necessary for a variety of careers in visual arts

Big Idea: Interrelationships Among the Arts

The arts share commonalities in structures, purposes, creative processes, and their ability to express ideals, feelings and emotions. Studying interrelationships among the arts enables students to get a broad view of the expressiveness of the art forms as a whole, and helps to develop a full appreciation of the arts as a mirror of human kind.

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- 2.25** In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 2.26** Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

High School Enduring Knowledge – Understandings

Students will understand that

- the arts are basic forms of human communication.
- music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings.
- the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.
- the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.

High School Skills and Concepts – Arts

Students will

- explain common terms and concepts used in various arts (e.g., tempo in dance and music)
- analyze and explain how ideas and emotions expressed in one art form (e.g. theatre) are similar or different to ideas and emotions expressed another art form (e.g. dance)
- interpret and explain communication of common universal themes or ideas across different art forms; compare and explain connections between and among different art forms from the same culture, the same stylistic period or the same time period
- explain commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing)
- communicate common meaning through creating and performing in the arts