

Minnesota Academic Standards

Arts K-12

May 19, 2003



Minnesota Department of Education

ORGANIZATION OF THIS DOCUMENT

The Minnesota Academic Standards in Arts are organized into four general grade spans: 1) Primary, 2) Intermediate, 3) Middle, and 4) High School.

Standards are created for the following *strands*: Artistic Expression (Primary, Intermediate), Artistic Interpretation (Middle), Artistic Creativity and Performance (Middle), Analysis and Interpretation (High School), and Creation and Performance (High School)

Substrands are created for the following strands under the Primary, Intermediate and Middle grade spans:

1. Dance
2. Music
3. Theater
4. Visual Arts

Substrands are created for the following *strands* under the High School grade span:

1. Creative Writing
2. Dance
3. Media Arts
4. Music
5. Theater
6. Visual Arts

Example

Kindergarten Through Grade 3 Standards

Standard: The student will understand and use artistic processes to create, perform, and interpret art works in at least two of the three arts areas required to be offered by a school from the following: dance, music, theater, and visual arts.

Substrand: DANCE

Benchmarks:

The student will:

1. understand the elements of dance, including action, space, time, and energy;
2. understand the characteristics of dance from a variety of cultures and historical times;
3. use basic movement skills in musical or rhythmic contexts; and create and perform sequences of movement with a beginning, middle, and end to communicate a story, life experience, theme, or idea.

Minnesota Academic Standards in the Arts

3501.0620 Kindergarten Through Grade 3 Standards.

Standard:

The student will understand and use artistic processes to create, perform, and interpret art works in at least two of the three arts areas required to be offered by a school from the following: dance, music, theater, and visual arts.

Benchmark:

A. DANCE. The student will:

1. understand the elements of dance, including action, space, time, and energy;
2. understand the characteristics of dance from a variety of cultures and historical times;
3. use basic movement skills in musical or rhythmic contexts; and
4. create and perform sequences of movement with a beginning, middle, and end to communicate a story, life experience, theme, or idea.

B. MUSIC. The student will:

1. understand the elements of music, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
2. understand the characteristics of music from a variety of cultures and historical times;
3. sing a varied repertoire of songs in a group;
4. improvise and compose on classroom instruments to communicate an idea;
5. play simple rhythms and melodies on classroom instruments; and
6. read and write music using a system of notation.

C. THEATER. The student will:

1. understand the elements of theater, including plot, theme, character, language, sound, and spectacle;
2. understand the characteristics of theater from a variety of cultures and historical times;
3. use movement, sound, and language to create images and express ideas;
4. create characterizations of animals, objects, or shapes; and
5. communicate a story and character using voice, movement, costume, and props.

D. VISUAL ARTS. The student will:

1. understand the elements of visual art, including color, line, shape, form, texture, and space;
2. understand the characteristics of visual art from a variety of cultures and historical times;
3. use the tools, basic skills, and techniques of at least three different mediums; and
4. create original works of art to communicate ideas.

Standard:

The student will understand and use artistic processes to create, perform, and interpret art works in at least two of the three arts areas required to be offered by a school from the following: dance, music, theater, and visual arts.

Benchmark:

A. DANCE. The student will:

1. understand the following components of dance:
 - a. elements, including action, space, time and energy;
 - b. principles of choreography, such as repetition, pattern, or unity; and
 - c. vocabulary;
2. understand cultural and historical forms or traditions of dance;
3. understand how dance elements are similar to and different from the elements of other arts areas, such as music, theater, or visual arts;
4. perform characteristic movements and styles of dance from more than one form or tradition;
5. create movement sequences with or without music; and
6. generate multiple responses to movement ideas.

B. MUSIC. The student will:

1. understand the following components of music:
 - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form; and
 - b. vocabulary;
2. understand cultural and historical forms or traditions of music;
3. understand how musical elements are similar to and different from the elements of other arts areas, such as dance, theater, or visual arts;
4. sing or play traditional instruments alone and sing rounds and part songs or play traditional instruments in a group;
5. improvise and compose rhythms, melodies, and accompaniments using classroom instruments, voice, or both to express a specific musical idea;
6. perform rhythmic, melodic, and harmonic patterns on classroom instruments; and
7. read and write music using a system of musical notation.

C. THEATER. The student will:

1. understand the following components of theater:
 - a. elements, including plot, theme, character, language, sound, and spectacle;
 - b. forms, such as tragedy, comedy, farce, or melodrama; and
 - c. vocabulary;
2. understand cultural and historical forms or traditions of theater;
3. understand how theater elements are similar to and different from the elements of other arts areas, such as dance, music, or visual arts;
4. create a character based on fiction or life experience using movement, voice, costume, and props; and
5. create a dramatic performance by interpreting and adapting the plot, characters, and language from an existing piece of literature.

D. VISUAL ARTS. The student will:

1. understand the following components of visual arts:
 - a. elements, including color, line, shape, form, texture, and space;
 - b. principles, such as repetition, contrast, or balance; and
 - c. vocabulary;
2. understand the cultural and historical forms or traditions of visual arts;
3. understand how visual arts elements are similar to and different from the elements of other arts areas, such as dance, music, or theater;
4. use elements, principles, skills, and techniques of at least three different mediums; and
5. create original works of art to express specific artistic ideas.

3501.0630**Grades 6 Through 8 Standards.***Artistic Interpretation***Standard:**

The student will understand and use artistic processes to analyze and interpret a variety of works in at least two of the three arts areas required to be offered by a school from the following: dance, music, theater, and visual arts.

Benchmark:

A. DANCE. The student will:

1. understand how the following components of dance are used to convey meaning:
 - a. elements, including action, space, time, and energy;
 - b. principles of choreography, such as repetition, pattern, or unity;
 - c. vocabulary;
 - d. styles, such as tap, ballet, or modern; and
 - e. choreographic structures, such as theme and variation;
2. understand the connection between a work in dance, its purpose, and its cultural and historical contexts;
3. understand how the principles and vocabulary of dance are similar to and different from other arts areas, such as music, theater, or visual art;
4. communicate a personal reaction to performances of original works or interpretations and performances of existing works in dance using the components of dance; and
5. use criteria to evaluate performances in dance.

B. MUSIC. The student will:

1. understand how the following components of music are used to convey meaning:
 - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
 - b. vocabulary;
 - c. styles, such as blues, jazz, or opera; and
 - d. structures, such as ABA;
2. understand the connection between a work of music, its purpose, and its cultural and historical contexts;
3. understand how the vocabulary of music is similar to and different from other arts areas, such as dance, theater, or visual arts;
4. communicate a personal reaction to performances of original works, compositions, or interpretations and performances of existing music using the components of music; and
5. use criteria to evaluate musical performances.

C. THEATER. The student will:

1. understand how the following components of theater are used to convey meaning:
 - a. elements, including plot, theme, character, language, sound, and spectacle;
 - b. forms, such as tragedy, comedy, farce, or melodrama;
 - c. vocabulary;
 - d. styles, such as romantic or classical; and
 - e. structures, such as chronological or nonlinear;
2. understand the connection between a work in theater, its purpose, and its cultural and historical contexts;
3. understand how the forms and vocabulary of theater are similar to and different from other arts areas, such as dance, music, or visual arts;

4. communicate a personal reaction to performances of original works or interpretations and performances of existing works in theater using the components of theater; and
5. use criteria to evaluate performances in theater.

D. VISUAL ARTS. The student will:

1. understand how the following components of visual arts are used to convey meaning:
 - a. elements, including color, line, shape, form, texture, and space;
 - b. principles, such as repetition, contrast, or balance;
 - c. vocabulary;
 - d. styles, such as abstract or impressionist; and
 - e. structures, such as two dimensional or three dimensional;
2. understand the connection between a visual art work, its purpose, and its cultural and historical contexts;
3. understand how the principles and vocabulary of visual art are similar to and different from other arts areas, such as dance, music, or theater;
4. communicate a personal reaction to works in visual art using the components of visual art; and
5. use criteria to evaluate works of visual art.

Artistic Creativity and Performance

Standard:

The student will understand and use artistic processes to create and perform in at least two of the three arts areas required to be offered by a school from the following: dance, music, theater, and visual arts.

Benchmark:

A. DANCE. The student will:

1. understand the following components of dance:
 - a. elements, including action, space, time, and energy;
 - b. principles of choreography, such as repetition, pattern, or unity;
 - c. vocabulary;
 - d. styles, such as tap, ballet, or modern; and
 - e. choreographic structures, such as theme and variation;
2. understand technical skills of dance, such as alignment, locomotor, or nonlocomotor movement skills;
3. understand how audience and occasion affect artistic choices in creating and performing dance;
4. use artistic processes to create and perform in a variety of dance contexts;
5. express and communicate ideas using the components of dance;
6. use improvisation to generate ideas for artistic expression in dance;
7. make and explain artistic choices in creating and performing dance; and
8. use feedback to revise both creation and performance of dance.

B. MUSIC. The student will:

1. understand the following components of music:
 - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
 - b. vocabulary;
 - c. styles, such as blues, jazz, or opera; and
 - d. structures, such as ABA;
2. understand technical skills of music, such as singing or playing instruments;

3. understand how audience and occasion affect artistic choices when composing and performing music;
4. use artistic processes to create and perform in a variety of musical contexts;
5. express and communicate ideas using the components of music;
6. use improvisation and composition to generate ideas for artistic expression in music;
7. make and explain artistic choices in composing and performing music; and
8. use feedback to revise musical creation or performance.

C. THEATER. The student will:

1. understand the following components of theater:
 - a. elements, including plot, theme, character, language, sound, and spectacle;
 - b. forms, such as tragedy, comedy, farce, or melodrama;
 - c. vocabulary;
 - d. styles, such as romantic or classical; and
 - e. structures, such as chronological or nonlinear;
2. understand technical skills in the theater, such as scenery or prop design;
3. understand how audience and occasion affect artistic choices in creation and performance in theater;
4. use artistic processes to create and perform in a variety of theater contexts;
5. express and communicate ideas using the components of theater;
6. use improvisation to generate ideas for creating and performing in theater;
7. make and explain artistic choices in creation and performance; and
8. use feedback to revise creation or performance in theater.

D. VISUAL ARTS. The student will:

1. understand the following components of visual art:
 - a. elements, including color, line, shape, form, texture, and space;
 - b. principles, such as repetition, contrast, or balance;
 - c. vocabulary;
 - d. styles, such as abstract or impressionist; and
 - e. structures, such as two dimensional or three dimensional;
2. understand technical skills of visual arts, such as selecting and using tools and techniques of the medium;
3. understand how audience and occasion affect artistic choices in creation of visual art;
4. use artistic processes to create in a variety of visual art contexts;
5. express and communicate ideas using the components of visual arts;
6. generate ideas for artistic expression in visual arts;
7. make and explain artistic choices in creating visual art; and
8. use feedback to revise artistic expression in visual art.

*Analysis and Interpretation***Standard:**

The student will understand and apply artistic process to analyze, interpret, and evaluate art works in at least one of the three arts areas required to be offered by a school from the following: dance, media arts, music, theater, and visual arts.

Benchmark:

A. DANCE. The student will:

1. understand how a synthesis of the following components of dance is used to define a work in dance:
 - a. elements, including action, space, time, and energy;
 - b. principles of choreography, such as repetition, pattern, or unity;
 - c. vocabulary;
 - d. choreographic structures, such as theme and variation;
 - e. styles, such as tap, ballet, or modern; and
 - f. technical skills, such as alignment, locomotor, or nonlocomotor movement;
2. understand the similarities and differences among the styles and choreographic structures within dance;
3. understand how the selection of criteria affects criticism of a dance creation, interpretation, or performance;
4. understand the connections between dance and other disciplines outside the arts, such as mathematics, science, or history;
5. select criteria for evaluating the performances of original dances or the interpretations and performances of existing dances;
6. analyze and interpret dance through its historical, cultural, or social context;
7. support personal reactions to the performances of original dances or the interpretations and performances of existing dances using the components of dance; and
8. articulate informed evaluations of performances of original dances or the interpretations and performances of existing dances using selected criteria.

B. MEDIA ARTS. The student will:

1. understand how a synthesis of the following components of media arts is used to define a work in media arts:
 - a. elements, including image, sound, space, time, motion, and sequence;
 - b. principles, such as repetition, unity, or contrast;
 - c. vocabulary;
 - d. structures, such as chronological or spatial;
 - e. styles, such as documentary, narrative, or abstract; and
 - f. technical skills, such as selection and use of the tools of the medium;
2. understand the similarities and differences among the structures and styles within media arts;
3. understand how the selection of criteria affects criticism of a work in media arts;
4. understand the connection between media arts and other disciplines outside the arts, such as mathematics, science, or history;
5. select criteria for evaluating works in media arts;
6. analyze and interpret media art through its historical, cultural, or social context;
7. support personal reactions to media art works using the components of media arts; and
8. articulate informed evaluations of media art works using selected criteria.

C. MUSIC. The student will:

1. understand how a synthesis of the following components of music is used to define a composition, interpretation, or performance in music:
 - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
 - b. vocabulary;
 - c. styles, such as blues, jazz, or opera;
 - d. structures, such as ABA; and
 - e. technical skills, such as singing or playing instruments;
2. understand the similarities and differences among the structures and styles within music;
3. understand how the selection of criteria affects criticism of a musical composition, interpretation, or performance;
4. understand the connections between music and other disciplines outside the arts, such as mathematics, science, or history;
5. select criteria for evaluating the performances of original compositions or the interpretations and performances of existing compositions;
6. analyze and interpret music through its historical, cultural, or social context;
7. support personal reactions to performances of original compositions or the interpretations and performances of existing compositions using the components of music; and
8. articulate informed evaluations of performances of original compositions or the interpretations and performances of existing compositions using selected criteria.

D. THEATER. The student will:

1. understand how a synthesis of the following components of theater are used to define a work in theater:
 - a. elements, including plot, theme, character, language, sound, and spectacle;
 - b. forms, such as tragedy, comedy, farce, or melodrama;
 - c. vocabulary;
 - d. styles, such as romantic or classical;
 - e. structures, such as chronological or nonlinear; and
 - f. technical skills, such as scenery or prop design;
2. understand the similarities and differences among the structures and styles within theater;
3. understand how the selection of criteria affects criticism of a theater creation, interpretation, or performance;
4. understand the connections between theater and other disciplines outside the arts, such as mathematics, science, or history;
5. select criteria for evaluating performances of original works or the interpretation and performance of existing works in theater;
6. analyze and interpret theater through its historical, cultural, or social context;
7. support personal reactions to original works or the interpretation and performance of existing works in theater using the components of theater; and
8. articulate informed evaluations of original works or the interpretation and performance of existing works in theater using selected criteria.

E. VISUAL ARTS. The student will:

1. understand how a synthesis of the following components of visual arts is used to define a work in visual art:
 - a. elements, including color, line, shape, form, texture, and space;
 - b. principles, such as repetition, contrast, or balance;

- c. vocabulary;
 - d. styles, such as abstract or impressionist;
 - e. structures, such as two dimensional or three dimensional; and
 - f. technical skills, such as selecting and using tools and techniques of the medium;
2. understand the similarities and differences among the structures and styles within visual arts;
 3. understand how the selection of criteria affects criticism of a work in visual arts;
 4. understand the connections between visual arts and other disciplines outside the arts, such as mathematics, science, or history;
 5. select criteria for evaluating visual art works;
 6. analyze and interpret visual art through its historical, cultural, or social context;
 7. support personal reactions to visual art works using the components of visual arts; and
 8. articulate informed evaluations of visual art works using selected criteria.

Creation and Performance

Standard:

The student will understand and use artistic processes to create original or perform existing works of art in at least one of the three arts areas required to be offered by a school from the following: dance, media arts, music, theater, and visual arts. As an elective, the student may understand and use artistic processes to create original or perform existing works of art in another art form or creative writing.

Benchmark:

A. DANCE. The student will:

1. understand the integration of the following components of dance:
 - a. elements, including action, space, time, and energy;
 - b. principles of choreography, such as repetition, pattern, or unity;
 - c. vocabulary;
 - d. choreographic structures, such as theme and variation;
 - e. styles, such as tap, ballet, or modern; and
 - f. technical skills, such as alignment, locomotor, or nonlocomotor movement;
2. understand the cultural, historical, or social contexts that influence the creation, interpretation, or performance of dance works;
3. use artistic processes to create an original or perform an existing single, complex work or multiple works in dance;
4. use improvisation to generate original ideas for work in dance;
5. make decisions based on artistic intent;
6. make choices based on analysis of audience and occasion for dance; and
7. revise dance using multiple sources of critique and feedback.

B. MEDIA ARTS. The student will:

1. understand the integration of the following components of media arts:
 - a. elements, including image, sound, space, time, motion, and sequence;
 - b. principles, such as repetition, unity, or contrast;
 - c. vocabulary;
 - d. structures, such as chronological or spatial;
 - e. styles, such as documentary, narrative, or abstract; and
 - f. technical skills, such as selection and use of the tools of the medium;
2. understand the cultural, historical, or social contexts that influence the creation of media arts;
3. use artistic processes to create a single, complex work or multiple works in media arts;

4. generate and clarify artistic intent for work in media arts;
5. make decisions based on artistic intent;
6. make choices based on analysis of audience and occasion for media art work; and
7. revise media art work using multiple sources of critique and feedback;

C. MUSIC. The student will:

1. understand the integration of the following components of music:
 - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
 - b. vocabulary;
 - c. styles, such as blues, jazz, or opera;
 - d. structures, such as ABA; and
 - e. technical skills, such as singing or playing instruments;
2. understand the cultural, historical, or social contexts that influence the creation, interpretation, or performance of music;
3. use artistic processes to create an original or perform an existing single, complex work or multiple works in music;
4. use improvisation to generate original ideas for music composition or performance;
5. make decisions based on artistic intent;
6. make choices based on analysis of audience and occasion for music composition, interpretation, or performance; and
7. revise music composition, interpretation, or performance using multiple sources of critique and feedback.

D. THEATER. The student will:

1. understand the integration of the following components of theater:
 - a. elements, including plot, theme, character, language, sound, and spectacle;
 - b. forms, such as tragedy, comedy, farce, or melodrama;
 - c. vocabulary;
 - d. styles, such as romantic or classical;
 - e. structures, such as chronological or nonlinear; and
 - f. technical skills, such as scenery or prop design;
2. understand the cultural, historical, or social contexts that influence creation, interpretation, or performance in theater;
3. use artistic processes to create an original or perform an existing single, complex work or multiple works in theater;
4. use improvisation to generate original ideas for theater work;
5. make decisions based on artistic intent;
6. make choices based on analysis of audience and occasion for theater work; and
7. revise original creation or interpretation and performance of existing work in theater using multiple sources of critique and feedback.

E. VISUAL ARTS. The student will:

1. understand the integration of the following components of visual arts:
 - a. elements, including color, line, shape, form, texture, and space;
 - b. principles, such as repetition, contrast, or balance;
 - c. vocabulary;
 - d. styles, such as abstract or impressionist;
 - e. structures, such as two dimensional or three dimensional; and
 - f. technical skills, such as selecting and using tools and techniques of the medium;

2. understand the cultural, historical, or social contexts that influence creation of visual art;
3. use artistic processes to create and single, complex work or multiple works in visual arts;
4. generate and clarify artistic intent for work in visual art;
5. make decisions based on artistic intent;
6. make choices based on analysis of audience and occasion for work in visual art; and
7. revise visual art work using multiple sources of critique and feedback.

F. CREATIVE WRITING. The student will:

1. understand the integration of the following components of creative writing:
 - a. elements, including plot, character, setting, imagery, theme, point of view, and conflict;
 - b. principles, such as balance or repetition;
 - c. vocabulary;
 - d. structural forms, such as short story, novella, or prose poem;
 - e. styles, such as classical, romantic, or gothic; and
 - f. technical skills, such as organization or focus;
2. understand the cultural, historical, or social contexts that influence the creation of the writing;
3. use artistic processes to create a single, complex work or multiple works in creative writing;
4. generate and clarify artistic intent for writing;
5. make decisions based on artistic intent;
6. make choices based on analysis of audience and occasion for writing; and
7. revise writing using multiple sources of critique and feedback.