

## **PK-12 Stage One: Guiding Document**

**Content: *Visual Arts/Music/Theatre***

### **PK-12 Long-term Transfer Goal(s):**

***Long-term aims of the PK-12 program: An overall end result of a student's education in Madison.***

Students will be able to independently use their learning to:

- Create works of art to personally engage in the artistic process and/or communicate meaning
- Develop and refine techniques and skills through purposeful practice and application to become more fluent
- Make appropriate choices as a responsible, respectful participant within a communal artistic experience
- Capture the feeling or emotional response which an artistic piece elicits
- Engage in critique to inform next steps or deepen examination of an artistic work Examine a topic or genre to better understand a piece of art or artist in relation to time and place

<b>Transfer Goals</b>	<b>Standards</b>	<b>Understandings</b> <i>Measurable insights, generalizations</i>	<b>Essential Questions</b> <i>Student-friendly</i>
Create works of art to personally engage in the creative process and/or communicate meaning	<ul style="list-style-type: none"> <li>○ Visual Arts: 1, 2, 10</li> <li>○ Music: 1, 2, 10</li> <li>○ Theater: 1, 2, 10</li> </ul>	Artists' creative choices are influenced by their expertise, context, and expressive intent.	<ul style="list-style-type: none"> <li>• What inspires me? Where do I get my ideas from?</li> <li>• How do I use what I visualize/imagine and make it come to life?</li> <li>• How much freedom do I have to be creative and also work within established criteria?</li> <li>• What does quality look/feel/sound like? How do I fine tune my work for and with an audience?</li> <li>• What am I learning or have I learned from creating this work of art?</li> </ul>
Develop and refine techniques and skills through purposeful practice and application to become more fluent	<ul style="list-style-type: none"> <li>○ Visual Arts: 2, 3, 5</li> <li>○ Music: 3, 5</li> <li>○ Theater: 3, 5</li> </ul>	Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.	<ul style="list-style-type: none"> <li>• What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?</li> </ul>

Transfer Goals	Standards	<b>Understandings</b> <i>Measurable insights,  generalizations</i>	<b>Essential Questions</b> <i>Student-friendly</i>
Select and justify artistic works for a given purpose (e.g., demonstrate growth over time, connect to a theme/topic/style, personal meaning)	<ul style="list-style-type: none"> <li>○ Visual Arts: 4</li> <li>○ Music: 4</li> <li>○ Theater: 4</li> </ul>	<p>Artists select a repertoire/body of work to demonstrate current range and depth of expertise for a given purpose and audience.</p> <p>The context an artist provides as their work is being seen/viewed can have an impact on the audience.</p>	<ul style="list-style-type: none"> <li>• Based on the purpose, how do I decide what to share?</li> <li>• What is important for me to communicate? When should the work stand on its own?</li> </ul>
Capture the feeling or emotional response which an artistic work elicits	<ul style="list-style-type: none"> <li>○ Visual Arts: 6, 7, 10</li> <li>○ Music: 6, 7, 8</li> <li>○ Theater: 6, 7, 8, 10</li> </ul>	<p>Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.</p> <p>Music/Theater: The way an audience responds to a performance in real time impacts the artist(s) and the performance.</p>	<ul style="list-style-type: none"> <li>• How do I show mood or feeling in this work of art? How did the audience/viewers respond? Did what I was trying to express work?</li> <li>• How is what I'm/we're doing in real time impact the audience? What changes might we need to make (if any) to keep or create the feeling/emotional response?</li> </ul>

<b>Transfer Goals</b>	<b>Standards</b>	<b>Understandings</b> <i>Measurable insights, generalizations</i>	<b>Essential Questions</b> <i>Student-friendly</i>
Engage in critique to inform next steps or deepen examination of an artistic work	<ul style="list-style-type: none"> <li>○ Visual Arts: 3, 5, 7, 8, 9, 10</li> <li>○ Music: 3, 5, 7, 9, 10</li> <li>○ Theater: 3, 5, 7, 8, 9, 10</li> </ul>	Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.	<ul style="list-style-type: none"> <li>• K-3: What does quality look/feel/sound like? 4-12: What are the established conventions of the art form/genre/style? What is the impact of those conventions on the piece?</li> <li>• How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next?</li> <li>• What am I learning by engaging in critique?</li> </ul>
Examine a topic or genre to better understand a work of art and/or artist in relation to time and place	<ul style="list-style-type: none"> <li>○ Visual Arts: 6, 7, 9, 10, 11</li> <li>○ Music: 6, 7, 10, 11</li> <li>○ Theater: 6, 7, 8, 9, 10, 11</li> </ul>	Interpretation of a work of art can be enriched by understanding context of the topic and perspective of the artist.	<ul style="list-style-type: none"> <li>• What am I seeing/feeling in this piece? What inferences can I make?</li> <li>• How does knowing more about the artist change or deepen my understanding?</li> <li>• How does knowing more about the topic change or deepen my understanding?</li> </ul>