

2018 Minnesota Academic Standards in Arts Education

Introduction

This spreadsheet version is designed to allow users to format the standards document in a way that meets their needs, such as

- sorting standards by strands,
- adding columns for connections to curriculum, instructional resources, activities and assessment, or
- copying lines from the standards and maintaining the connection between standards and benchmarks.

The Excel document on the Minnesota Department of Education (MDE) website is the official version.

[View the Arts Standards and supporting resources on the MDE website.](#)

Key

Bold terms indicate foundational knowledge and skills in the arts area.

Italics indicate the term is defined in the glossary.

** indicates a computer science related benchmark.

0 Grade = Kindergarten.

The digits in the 5-digit code correspond to: 1. Arts Area; 2. Grade; 3. Strand; 4. Anchor Standard; 5. Benchmark.

| Code | Arts Area | Grade | Strand | Anchor Standard | Benchmark | Curriculum Course/Unit/Lesson | Assessment (Evidence of Mastery) |
|-----------|-----------|-------|----------------|---|---|-------------------------------|----------------------------------|
| 1.A.1.1 | 1. Dance | ALL | 1. Foundations | 1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work. | <i>The benchmarks are integrated across the other strands, highlighted in bold.</i> | | |
| 1.0.2.2.1 | 1. Dance | 0 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Respond in movement to a <i>stimulus/stimuli</i> . | | |
| 1.1.2.2.1 | 1. Dance | 1 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Demonstrate movement inspired by a variety of <i>stimuli</i> . | | |
| 1.2.2.2.1 | 1. Dance | 2 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Demonstrate <i>locomotor</i> and <i>non-locomotor</i> movements inspired by a given <i>stimuli</i> . | | |
| 1.3.2.2.1 | 1. Dance | 3 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Create movement inspired by self-identified <i>stimulus/stimuli</i> . | | |
| 1.4.2.2.1 | 1. Dance | 4 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Create a <i>movement phrase</i> generated from a <i>stimulus/stimuli</i> . | | |
| 1.5.2.2.1 | 1. Dance | 5 | 2. Create | 2. Generate and develop original artistic ideas. | 1. <i>Improvise</i> a <i>movement phrase</i> using <i>stimulus/stimuli</i> . | | |
| 1.6.2.2.1 | 1. Dance | 6 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Select ideas from a variety of <i>stimuli</i> to generate movement that supports artistic <i>intent</i> . | | |
| 1.7.2.2.1 | 1. Dance | 7 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Compare and contrast ideas from a variety of <i>stimuli</i> to generate movement that supports artistic <i>intent</i> . | | |
| 1.8.2.2.1 | 1. Dance | 8 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Develop movement to support artistic <i>intent</i> from a variety of <i>stimuli</i> for a <i>dance study</i> . | | |
| 1.9.2.2.1 | 1. Dance | HS | 2. Create | 2. Generate and develop original artistic ideas. | 1. Synthesize ideas and movement generated from a variety <i>stimuli</i> that supports artistic <i>intent</i> in an original <i>dance study</i> . | | |
| 1.0.2.2.2 | 1. Dance | 0 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Demonstrate different <i>locomotor</i> and <i>non-locomotor</i> movements . | | |
| 1.1.2.2.2 | 1. Dance | 1 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Connect a series of <i>locomotor</i> and <i>non-locomotor</i> movements . | | |
| 1.2.2.2.2 | 1. Dance | 2 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Combine a variety of movements while changing the <i>elements of dance</i> . | | |

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| 1.3.2.2.2 | 1. Dance | 3 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Create a <i>movement phrase</i> or <i>improvisation</i> using the <i>elements of dance</i> . | | |
| 1.4.2.2.2 | 1. Dance | 4 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Develop an <i>improvisation</i> using the <i>elements of dance</i> . | | |
| 1.5.2.2.2 | 1. Dance | 5 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Choreograph a <i>movement phrase</i> using the <i>elements of dance</i> . | | |
| 1.6.2.2.2 | 1. Dance | 6 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Demonstrate various movement vocabularies and analyze how each expresses artistic <i>intent</i> . | | |
| 1.7.2.2.2 | 1. Dance | 7 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Identify personal preferences in various <i>movement vocabularies</i> to express artistic <i>intent</i> . | | |
| 1.8.2.2.2 | 1. Dance | 8 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Apply personal movement preferences to express artistic <i>intent</i> in a <i>dance study</i> . | | |
| 1.9.2.2.2 | 1. Dance | HS | 2. Create | 2. Generate and develop original artistic ideas. | 2. Justify choices made in movement development to communicate <i>intent</i> in an original <i>dance study</i> . | | |
| 1.0.2.3.1 | 1. Dance | 0 | 2. Create | 3. Create original artistic work. | 1. <i>Improvise</i> movement that starts and stops on cue. | | |
| 1.1.2.3.1 | 1. Dance | 1 | 2. Create | 3. Create original artistic work. | 1. <i>Improvise</i> movement that has a beginning, middle and end . | | |
| 1.2.2.3.1 | 1. Dance | 2 | 2. Create | 3. Create original artistic work. | 1. <i>Improvise</i> movement within a simple <i>dance structure</i> and identify the structure. | | |
| 1.3.2.3.1 | 1. Dance | 3 | 2. Create | 3. Create original artistic work. | 1. Create a <i>dance phrase</i> or <i>improvisation</i> with a simple <i>structure</i> . | | |
| 1.4.2.3.1 | 1. Dance | 4 | 2. Create | 3. Create original artistic work. | 1. Use <i>choreographic devices</i> to create simple movement patterns and <i>dance structures</i> . | | |
| 1.5.2.3.1 | 1. Dance | 5 | 2. Create | 3. Create original artistic work. | 1. Manipulate <i>choreographic devices</i> to create a variety of movement patterns. | | |
| 1.6.2.3.1 | 1. Dance | 6 | 2. Create | 3. Create original artistic work. | 1. Choose a <i>choreographic device</i> or <i>dance structure</i> to develop an original <i>dance study</i> . | | |
| 1.7.2.3.1 | 1. Dance | 7 | 2. Create | 3. Create original artistic work. | 1. Use multiple <i>choreographic devices</i> or <i>dance structures</i> to develop an original <i>dance study</i> . | | |
| 1.8.2.3.1 | 1. Dance | 8 | 2. Create | 3. Create original artistic work. | 1. Collaborate to select and apply a variety <i>choreographic devices</i> and <i>dance structures</i> to create an original <i>dance study</i> . | | |
| 1.9.2.3.1 | 1. Dance | HS | 2. Create | 3. Create original artistic work. | 1. Implement a variety of <i>choreographic devices</i> and <i>dance structures</i> to create an original <i>dance study</i> . | | |
| 1.0.2.3.2 | 1. Dance | 0 | 2. Create | 3. Create original artistic work. | 2. Express an idea, feeling, or image through movement. | | |
| 1.1.2.3.2 | 1. Dance | 1 | 2. Create | 3. Create original artistic work. | 2. Express an idea, feeling, or image through improvised movement alone and with a partner. | | |
| 1.2.2.3.2 | 1. Dance | 2 | 2. Create | 3. Create original artistic work. | 2. Create movement that communicates an idea, emotion, or image. | | |
| 1.3.2.3.2 | 1. Dance | 3 | 2. Create | 3. Create original artistic work. | 2. Create a <i>dance phrase</i> that communicates an idea, emotion, or image. | | |
| 1.4.2.3.2 | 1. Dance | 4 | 2. Create | 3. Create original artistic work. | 2. Create multiple <i>dance phrases</i> that communicates an idea, emotion, or image. | | |
| 1.5.2.3.2 | 1. Dance | 5 | 2. Create | 3. Create original artistic work. | 2. Develop a <i>dance study</i> that communicates a central theme. | | |

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| 1.6.2.3.2 | 1. Dance | 6 | 2. Create | 3. Create original artistic work. | 2. Create a <i>dance study</i> that communicates personal, societal, historical, or cultural meaning. Identify the source materials.* <i>For example:</i> Written material or images or video created by other people; movement inspired by a particular choreographer or dance source. | | |
| 1.7.2.3.2 | 1. Dance | 7 | 2. Create | 3. Create original artistic work. | 2. Create a <i>dance study</i> that communicates personal, societal, historical, or cultural meaning. Explain how artistic choices demonstrate meaning. | | |
| 1.8.2.3.2 | 1. Dance | 8 | 2. Create | 3. Create original artistic work. | 2. Create a <i>dance study</i> that communicates personal, societal, historical, or cultural meaning. Develop an <i>artistic statement</i> that supports the artistic <i>intent</i> and identifies source materials.* | | |
| 1.9.2.3.2 | 1. Dance | HS | 2. Create | 3. Create original artistic work. | 2. Create a <i>dance study</i> that communicates personal, societal, historical, or cultural meaning. Develop an <i>artistic statement</i> that reflects a personal <i>aesthetic</i> and includes appropriate attribution of source material. | | |
| 1.0.2.4.1 | 1. Dance | 0 | 2. Create | 4. Revise and complete original artistic work. | 1. Respond to suggestions for changing movement in a <i>guided improvisation</i> . | | |
| 1.1.2.4.1 | 1. Dance | 1 | 2. Create | 4. Revise and complete original artistic work. | 1. Apply suggestions to change movement in a <i>guided improvisation</i> . | | |
| 1.2.2.4.1 | 1. Dance | 2 | 2. Create | 4. Revise and complete original artistic work. | 1. Apply suggestions and make choices to change movement in <i>guided improvisation</i> and in original <i>dance phrases</i> . | | |
| 1.3.2.4.1 | 1. Dance | 3 | 2. Create | 4. Revise and complete original artistic work. | 1. Revise movement choices in response to feedback. | | |
| 1.4.2.4.1 | 1. Dance | 4 | 2. Create | 4. Revise and complete original artistic work. | 1. Revise movement based on <i>feedback</i> and self-reflection. | | |
| 1.5.2.4.1 | 1. Dance | 5 | 2. Create | 4. Revise and complete original artistic work. | 1. Explain creative choices, <i>sources</i> , and revisions based on feedback. | | |
| 1.6.2.4.1 | 1. Dance | 6 | 2. Create | 4. Revise and complete original artistic work. | 1. Revise a <i>dance study</i> based on self-reflection and feedback of others. | | |
| 1.7.2.4.1 | 1. Dance | 7 | 2. Create | 4. Revise and complete original artistic work. | 1. Revise a <i>dance study</i> using collaboratively developed <i>artistic criteria</i> . | | |
| 1.8.2.4.1 | 1. Dance | 8 | 2. Create | 4. Revise and complete original artistic work. | 1. Revise <i>choreography</i> collaboratively or independently based on <i>artistic criteria</i> , self-reflection, and the feedback of others. | | |
| 1.9.2.4.1 | 1. Dance | HS | 2. Create | 4. Revise and complete original artistic work. | 1. Refine <i>choreography</i> collaboratively or independently using <i>established artistic criteria</i> , self-reflection and the feedback of others, to support the artistic <i>intent</i> of a dance. | | |
| 1.0.2.4.2 | 1. Dance | 0 | 2. Create | 4. Revise and complete original artistic work. | 2. Document a dance or movement by drawing a picture, using a <i>symbol</i> , or utilizing technology.** | | |
| 1.1.2.4.2 | 1. Dance | 1 | 2. Create | 4. Revise and complete original artistic work. | 2. Document many types of movements by drawing pictures, using <i>symbols</i> , or utilizing technology.** | | |
| 1.2.2.4.2 | 1. Dance | 2 | 2. Create | 4. Revise and complete original artistic work. | 2. Document shapes and actions of dance by drawing a picture, using <i>symbols</i> , or utilizing technology.** | | |

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| 1.3.2.4.2 | 1. Dance | 3 | 2. Create | 4. Revise and complete original artistic work. | 2. Document <i>spatial elements</i> of a <i>dance phrase</i> by drawing a picture, using <i>symbols</i> , or utilizing technology.** | | |
| 1.4.2.4.2 | 1. Dance | 4 | 2. Create | 4. Revise and complete original artistic work. | 2. Document <i>timing elements</i> of a <i>dance phrase</i> by drawing a picture, using <i>symbols</i> , or utilizing technology.** | | |
| 1.5.2.4.2 | 1. Dance | 5 | 2. Create | 4. Revise and complete original artistic work. | 2. Document <i>energy elements</i> of a <i>dance phrase</i> using drawings, <i>symbols</i> , or utilizing technology.** | | |
| 1.6.2.4.2 | 1. Dance | 6 | 2. Create | 4. Revise and complete original artistic work. | 2. Document changes in a <i>dance study</i> by using words, <i>symbols</i> , or technology with consideration of privacy issues.** | | |
| 1.7.2.4.2 | 1. Dance | 7 | 2. Create | 4. Revise and complete original artistic work. | 2. Document dance compositions by using words, <i>symbols</i> , or technology with consideration of privacy issues.** | | |
| 1.8.2.4.2 | 1. Dance | 8 | 2. Create | 4. Revise and complete original artistic work. | 2. Compare and contrast recognized systems of dance documentation and notation , considering intellectual property rights.** | | |
| 1.9.2.4.2 | 1. Dance | HS | 2. Create | 4. Revise and complete original artistic work. | 2. Document a dance using self-created or recognized systems of documentation with consideration of privacy and intellectual property rights.** | | |
| 1.0.3.5.1 | 1. Dance | 0 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Demonstrate a range of body shapes . | | |
| 1.1.3.5.1 | 1. Dance | 1 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Demonstrate a range of actions that move in and through space . | | |
| 1.2.3.5.1 | 1. Dance | 2 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1.Demonstrate a range of actions and movement sequences in and through space . | | |
| 1.3.3.5.1 | 1. Dance | 3 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1.Demonstrate dance skills and movement <i>qualities</i> in a <i>dance phrase</i> . | | |
| 1.4.3.5.1 | 1. Dance | 4 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1.Demonstrate a sequence of movements with <i>spatial awareness , body alignment</i> and <i>core support</i> . | | |
| 1.5.3.5.1 | 1. Dance | 5 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Recall and execute a series of <i>dance phrases</i> using <i>qualities</i> and dance skills. | | |
| 1.6.3.5.1 | 1. Dance | 6 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Apply <i>technical dance skills</i> to accurately execute <i>dance phrases</i> . <i>For example: alignment , coordination , balance , core support , kinesthetic awareness , clarity of movement.</i> | | |
| 1.7.3.5.1 | 1. Dance | 7 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Refine <i>technical dance skills</i> to accurately execute <i>dance phrases</i> . <i>For example: functional alignment , coordination , balance , core support , kinesthetic awareness , clarity of movement, weight shifts , flexibility/range of motion, musicality , groundedness .</i> | | |
| 1.8.3.5.1 | 1. Dance | 8 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Synthesize <i>technical dance skills</i> to accurately execute challenging <i>dance phrases</i> . | | |

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| 1.9.3.5.1 | 1. Dance | HS | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Perform with an awareness toward other dancers while executing complex <i>spatial</i> , <i>rhythmic</i> and <i>dynamic</i> sequences to meet performance goals. | | |
| 1.0.3.5.2 | 1. Dance | 0 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Move safely in <i>space</i> to cues. | | |
| 1.1.3.5.2 | 1. Dance | 1 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Move safely in <i>space</i> through a range of activities, alone and with a partner. | | |
| 1.2.3.5.2 | 1. Dance | 2 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Move safely in a variety of <i>spatial relationships</i> and formations, alone and with a partner. | | |
| 1.3.3.5.2 | 1. Dance | 3 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Adjust movement to coordinate with a partner or group to safely move through <i>space</i> . | | |
| 1.4.3.5.2 | 1. Dance | 4 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Practice personal <i>body awareness</i> while dancing alone and with others. | | |
| 1.5.3.5.2 | 1. Dance | 5 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Demonstrate personal <i>body awareness</i> while dancing alone and with others. | | |
| 1.6.3.5.2 | 1. Dance | 6 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Apply basic anatomical knowledge, <i>proprioceptive feedback</i> , and <i>spatial awareness</i> when dancing. | | |
| 1.7.3.5.2 | 1. Dance | 7 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Refine partner and <i>ensemble</i> skills. <i>For example:</i> Focus, awareness in executing complex patterns, sequences, and formations. | | |
| 1.8.3.5.2 | 1. Dance | 8 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Collaborate with others to develop and apply strategies for performance accuracy, clarity, and expressiveness. | | |
| 1.9.3.5.2 | 1. Dance | HS | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2.Reflect and apply strategies for individual performance accuracy, clarity, and expressiveness. | | |
| 1.0.3.6.1 | 1. Dance | 0 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Explore different props and materials while moving. | | |
| 1.1.3.6.1 | 1. Dance | 1 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Use simple props and materials as part of a dance. | | |
| 1.2.3.6.1 | 1. Dance | 2 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Identify and apply simple <i>production elements</i> including contributions by others such as a composer. | | |
| 1.3.3.6.1 | 1. Dance | 3 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Select and apply more than one <i>production element</i> in a dance. | | |
| 1.4.3.6.1 | 1. Dance | 4 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Use a variety of <i>production elements</i> to support the artistic <i>intent</i> of dance. | | |
| 1.5.3.6.1 | 1. Dance | 5 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Identify and select <i>production elements</i> to support the artistic <i>intent</i> of a dance. | | |
| 1.6.3.6.1 | 1. Dance | 6 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Compare and contrast a variety of <i>production elements</i> that could support the artistic <i>intent</i> of a dance. | | |
| 1.7.3.6.1 | 1. Dance | 7 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Design and execute <i>production elements</i> that would support the artistic <i>intent</i> of a dance. | | |

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| 1.8.3.6.1 | 1. Dance | 8 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Analyze location and audience in relation to dance <i>production elements</i> that support the artistic <i>intent</i> of a dance work. | | |
| 1.9.3.6.1 | 1. Dance | HS | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Work collaboratively using <i>production elements</i> to produce a dance concert for a specific audience and location including attribution of source material and work by others. <i>For example</i> : Composer and/or music performer(s), roles of collaborators including technical and design support, etc. | | |
| 1.5.3.6.2 | 1. Dance | 5 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 2. Use a choreographer's or community's <i>intent</i> in dance to convey meaning through personal movement choices. | | |
| 1.6.3.6.2 | 1. Dance | 6 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 2. Compare and contrast ways to convey a choreographer's or community's <i>intent</i> in dance through personal movement and performance choices. | | |
| 1.7.3.6.2 | 1. Dance | 7 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 2. Use of a <i>gradient of movement</i> to enhance a choreographer's or community's <i>intent</i> in dance. | | |
| 1.8.3.6.2 | 1. Dance | 8 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 2. Make personal performance choices to express a choreographer's or community's <i>intent</i> in dance. | | |
| 1.9.3.6.2 | 1. Dance | HS | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 2. Select performance aspects to perform a nuanced interpretation of a choreographer's or community's <i>intent</i> in dance. | | |
| 1.0.4.7.1 | 1. Dance | 0 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Identify movements using <i>dance terminology</i> . | | |
| 1.1.4.7.1 | 1. Dance | 1 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Identify movements that communicate an idea using <i>dance terminology</i> . | | |
| 1.2.4.7.1 | 1. Dance | 2 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Describe how movement conveys meaning using <i>dance terminology</i> . | | |
| 1.3.4.7.1 | 1. Dance | 3 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Identify <i>contextual elements</i> and explain how they communicate meaning using <i>dance terminology</i> . | | |
| 1.4.4.7.1 | 1. Dance | 4 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Describe how movement and <i>contextual elements</i> combine to construct meaning, using <i>dance terminology</i> . | | |
| 1.5.4.7.1 | 1. Dance | 5 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Identify meaning in a dance based on movement and <i>contextual elements</i> . | | |
| 1.6.4.7.1 | 1. Dance | 6 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Explain the relationship between movement, choreographic choices and the possible artistic <i>intent</i> of a <i>dance work</i> . | | |
| 1.7.4.7.1 | 1. Dance | 7 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Compare and contrast movement and choreographic choices from a variety of dance <i>genres, styles, or cultural movement practices</i> and their relationship to possible artistic <i>intent</i> . | | |
| 1.8.4.7.1 | 1. Dance | 8 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Analyze movement and choreographic choices from a variety of dance <i>genres, styles, or cultural movement practices</i> and their relationship to possible artistic <i>intent</i> . | | |
| 1.9.4.7.1 | 1. Dance | HS | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Justify interpretations of dance. | | |

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| 1.0.4.7.2 | 1. Dance | 0 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 2. Identify dance movements from a specific dance. | | |
| 1.1.4.7.2 | 1. Dance | 1 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 2. Describe dance movements principles from a specific <i>genre</i> or culture. | | |
| 1.2.4.7.2 | 1. Dance | 2 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 2. Describe movements in dances from various <i>genres</i> and cultures. | | |
| 1.3.4.7.2 | 1. Dance | 3 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 2. Explain the similarities and differences from one <i>genre</i> or <i>cultural movement practice</i> to another. | | |
| 1.4.4.7.2 | 1. Dance | 4 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 2. Explain how dance <i>styles</i> differ within a <i>genre</i> or <i>cultural movement practice</i> . | | |
| 1.5.4.7.2 | 1. Dance | 5 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 2. Describe the characteristics of <i>style</i> used in dance from one's own culture. | | |
| 1.6.4.7.2 | 1. Dance | 6 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 2. Describe dance characteristics used in a variety of <i>genres</i> , <i>styles</i> , or <i>cultural movement practices</i> . | | |
| 1.7.4.7.2 | 1. Dance | 7 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 2. Explain how dance characteristics are used in a variety of <i>genres</i> , <i>styles</i> , or <i>cultural movement practices</i> . | | |
| 1.8.4.7.2 | 1. Dance | 8 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 2. Compare and contrast characteristics from a variety of <i>genres</i> , <i>styles</i> , or <i>cultural movement practices</i> , using <i>genre</i> -specific dance terminology . | | |
| 1.9.4.7.2 | 1. Dance | HS | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 2. Analyze how dance characteristics are used in a variety of <i>genres</i> , <i>styles</i> , or <i>cultural movement practices</i> to communicate meaning. | | |
| 1.0.4.8.1 | 1. Dance | 0 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Describe a movement that was observed in a dance. | | |
| 1.1.4.8.1 | 1. Dance | 1 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Describe multiple movements or elements that were observed in a dance. | | |
| 1.2.4.8.1 | 1. Dance | 2 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Discuss an observed dance using a <i>feedback protocol</i> . | | |
| 1.3.4.8.1 | 1. Dance | 3 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Compare and contrast dances or movements using a <i>feedback protocol</i> . | | |
| 1.4.4.8.1 | 1. Dance | 4 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Evaluate a dance based on established <i>criteria</i> . | | |
| 1.5.4.8.1 | 1. Dance | 5 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Apply <i>criteria</i> to evaluate dance in a variety of <i>genres</i> , <i>styles</i> or cultures using dance terminology . | | |
| 1.6.4.8.1 | 1. Dance | 6 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Identify personal <i>criteria</i> to critique a dance using <i>genre</i> -specific dance terminology . | | |
| 1.7.4.8.1 | 1. Dance | 7 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Work collaboratively to develop <i>criteria</i> to critique a dance using <i>genre</i> -specific dance terminology . | | |
| 1.8.4.8.1 | 1. Dance | 8 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Use <i>criteria</i> to determine what makes an effective performance, considering content, context, <i>genre</i> , <i>style</i> , or <i>cultural movement practice</i> . | | |
| 1.9.4.8.1 | 1. Dance | HS | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Compare and contrast dances using <i>criteria</i> and considering a range of perspectives. <i>For example:</i> Personal, social, historical, cultural. | | |

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| 1.0.5.9.1 | 1. Dance | 0 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Make a personal connection to a dance or movement. | | |
| 1.1.5.9.1 | 1. Dance | 1 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Make a personal connection to a dance or movement. Identify the movements that explain the connection. | | |
| 1.2.5.9.1 | 1. Dance | 2 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Describe a dance that expresses personal meaning and explain how certain movements express this meaning. | | |
| 1.3.5.9.1 | 1. Dance | 3 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Compare and contrast the relationships expressed in a dance to one's own relationship with others. | | |
| 1.4.5.9.1 | 1. Dance | 4 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Analyze content and context of <i>choreography</i> developed over time and its relationship to personal perspectives. | | |
| 1.5.5.9.1 | 1. Dance | 5 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Compare two dances with contrasting <i>themes</i> . Discuss emotions and ideas evoked by each and how they relate to one's own personal experiences or personal movement preferences. | | |
| 1.6.5.9.1 | 1. Dance | 6 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Observe <i>movement characteristics</i> or <i>qualities</i> in a specific dance <i>genre</i> . Describe differences and similarities between that <i>genre</i> and one's own movement preferences. | | |
| 1.7.5.9.1 | 1. Dance | 7 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Compare and contrast the differences and similarities of the <i>movement characteristics</i> or <i>qualities</i> found in at least two <i>dance genres</i> . | | |
| 1.8.5.9.1 | 1. Dance | 8 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Identify one's own movement preferences and an opposite preference or quality. Use that opposite preference or quality in creating or performing, and assess changes to one's personal movement preferences. | | |
| 1.9.5.9.1 | 1. Dance | HS | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Describe content and context of <i>choreography</i> developed over time and its relationship to personal perspectives. | | |
| 1.0.5.9.2 | 1. Dance | 0 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 2. Describe how movement feels when dancing. | | |
| 1.1.5.9.2 | 1. Dance | 1 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 2. Identify a personal sensation or emotion when dancing. | | |
| 1.2.5.9.2 | 1. Dance | 2 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 2. Compare and contrast the <i>movement characteristics</i> or <i>qualities</i> found in at least two dance <i>genres</i> . | | |

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| 1.3.5.9.2 | 1. Dance | 3 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 2. Identify how nutrition effects the mind and body. | | |
| 1.4.5.9.2 | 1. Dance | 4 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 2. Describe the relationship between dancing, wellness, and nutrition. | | |
| 1.5.5.9.2 | 1. Dance | 5 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 2. Compare and contrast healthful practices that support wellness in dance activities. | | |
| 1.6.5.9.2 | 1. Dance | 6 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 2. Utilize healthful practices and nutrition in dance activities. | | |
| 1.7.5.9.2 | 1. Dance | 7 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 2. Analyze how dancing, along with healthful eating habits, promotes overall wellness, strength, flexibility, endurance and injury prevention. | | |
| 1.8.5.9.2 | 1. Dance | 8 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 2. Evaluate personal healthful practices in dance, including nutrition and injury prevention. | | |
| 1.9.5.9.2 | 1. Dance | HS | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 2. Apply <i>anatomical principles</i> and healthful practices to a range of <i>technical dance skills</i> . | | |
| 1.0.5.10.1 | 1. Dance | 0 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Describe a dance from your own culture. | | |
| 1.1.5.10.1 | 1. Dance | 1 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Discuss a dance from your own culture. | | |
| 1.2.5.10.1 | 1. Dance | 2 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Relate a dance to the people or environment from which it originates, including dances of Minnesota American Indian tribes and communities. | | |
| 1.3.5.10.1 | 1. Dance | 3 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Find a relationship between movement and the culture from which the dance is derived. | | |

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| 1.4.5.10.1 | 1. Dance | 4 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Select movements in a specific dance <i>genre</i> or <i>style</i> and explain how the movements relate to the culture, society, historical period or community from which the dance originated. | | |
| 1.5.5.10.1 | 1. Dance | 5 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Describe how the <i>movement characteristics</i> and <i>qualities</i> of a dance in a specific <i>genre</i> or <i>style</i> communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated, including those of Minnesota American Indian tribes and communities. | | |
| 1.6.5.10.1 | 1. Dance | 6 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Examine how the movement and <i>qualities</i> of a dance communicate its cultural, historical, and community's purpose or meaning, including those of Minnesota American Indian tribes and communities. | | |
| 1.7.5.10.1 | 1. Dance | 7 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Compare and contrast dances performed by people in various communities. Identify factors in society, history, and culture that influence the artistic <i>intent</i> of the dance, including the contributions of Minnesota American Indian tribes and communities. | | |
| 1.8.5.10.1 | 1. Dance | 8 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Analyze how personal context influences understanding of dances from a variety of cultures, societies, and historical time periods, including those of Minnesota American Indian tribes and communities. | | |
| 1.9.5.10.1 | 1. Dance | HS | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Analyze how dance <i>movement characteristics</i> , <i>techniques</i> , and artistic <i>intent</i> relate to the ideas and perspectives of the peoples from which the dances originate, including those of Minnesota American Indian tribes and communities. | | |
| 1.0.5.10.2 | 1. Dance | 0 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Observe and show through movement a point of interest from another content area. | | |
| 1.1.5.10.2 | 1. Dance | 1 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Generate ideas for dance movement based on another content area. | | |

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| 1.2.5.10.2 | 1. Dance | 2 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Create a dance based on a concept of another content area. | | |
| 1.3.5.10.2 | 1. Dance | 3 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Ask and research a question about dance that communicates a perspective about an issue or event. | | |
| 1.4.5.10.2 | 1. Dance | 4 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. <i>Choreograph</i> or <i>improvise</i> movements that communicate information, concepts, or ideas from a subject area other than dance. | | |
| 1.5.5.10.2 | 1. Dance | 5 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Combine dance concepts and skills with content from another subject area by creating a <i>dance study</i> that integrates learning from both subjects. | | |
| 1.6.5.10.2 | 1. Dance | 6 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Investigate two opposing views on a topic including its personal, societal, cultural, or historical context. Use that information to create a <i>dance study</i> that explores the contrasting views. | | |
| 1.7.5.10.2 | 1. Dance | 7 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Conduct research about a social issue. Use the information to create a <i>dance study</i> that expresses a specific point of view on the topic. | | |
| 1.8.5.10.2 | 1. Dance | 8 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Research the historical development of a dance <i>genre</i> or <i>style</i> . Create a <i>dance study</i> that evokes the essence of the style or genre's development. | | |
| 1.9.5.10.2 | 1. Dance | HS | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Research a topic of personal interest, considering the personal, societal, historical, and cultural context of the topic. Use the information to create a <i>dance study</i> that communicates about the topic. | | |

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| 2.A.1.1 | 2. Media Arts | ALL | 1. <i>Foundations</i> | 1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work. | <i>The benchmarks are integrated across the other strands, highlighted in bold.</i> | | |
| 2.0.2.2.1 | 2. Media Arts | 0 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Develop ideas for media artworks using play and experimentation. <i>For example:</i> Combine lines and shapes in digital formats; try different drawing tools in sketching app. | | |
| 2.1.2.2.1 | 2. Media Arts | 1 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Plan and <i>prototype</i> a media artwork idea. <i>For example:</i> Group brainstorm; draw a picture of idea; practice using the camera. | | |
| 2.2.2.2.1 | 2. Media Arts | 2 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Generate multiple ideas for media artworks through the development of <i>sketches, models</i> or <i>stories</i> . <i>For example:</i> Develop <i>soft skills</i> through small group <i>pitching</i> . | | |
| 2.3.2.2.1 | 2. Media Arts | 3 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Generate multiple ideas for a sequenced media artwork using a variety of tools and materials. <i>For example :</i> Take a series of photographs; observational drawing; journaling. | | |
| 2.4.2.2.1 | 2. Media Arts | 4 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Generate multiple ideas for media artworks using a variety of creative methods that explore time and motion . <i>For example:</i> Investigation with video; reverse designing media artworks; mindmapping. | | |
| 2.5.2.2.1 | 2. Media Arts | 5 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Develop and test ideas, plans, <i>models</i> , and proposals for media artworks, considering artistic goals and <i>audience</i> . <i>For example:</i> Draw a layout of a stop motion set; practice in and compare different sound recording spaces; interview or investigate <i>audience</i> for a project. | | |
| 2.6.2.2.1 | 2. Media Arts | 6 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Organize and propose artistic ideas, plans, <i>prototypes</i> , and processes for media artworks, considering expressive intent. <i>For example:</i> Sketching; modeling ; sequencing . | | |
| 2.7.2.2.1 | 2. Media Arts | 7 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Design, propose and evaluate artistic ideas, plans, <i>prototypes</i> , and <i>production processes</i> for media artworks, considering expressive intent and resources. <i>For example:</i> <i>Pitching</i> ; <i>storyboarding</i> . | | |

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| 2.8.2.2.1 | 2. Media Arts | 8 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Structure and critique ideas and solutions for original media artworks, using <i>divergent thinking</i> and identified <i>generative methods</i> . <i>For example:</i> Compare and contrast App-based animation platforms; repeatedly abstract an object for a 2D design. | | |
| 2.9.2.2.1 | 2. Media Arts | HS | 2. Create | 2. Generate and develop original artistic ideas. | 1. Apply <i>aesthetic criteria</i> in developing, proposing, and refining artistic ideas, plans, <i>prototypes</i> , and <i>production processes</i> for media artworks, considering original inspirations, <i>audience</i> and <i>constraints</i> . <i>For example:</i> Survey; research; <i>design thinking</i> ; identify problem. | | |
| 2.0.2.3.1 | 2. Media Arts | 0 | 2. Create | 3. Create original artistic work. | 1. Capture ideas in a media artworks. <i>For example :</i> Take pictures considering <i>space</i> ; use recording materials; assemble different lines and shapes in design app. | | |
| 2.1.2.3.1 | 2. Media Arts | 1 | 2. Create | 3. Create original artistic work. | 1. Choose and use a media arts tool to capture an idea. <i>For example:</i> Camera; digital drawing; <i>sound</i> recording. | | |
| 2.2.2.3.1 | 2. Media Arts | 2 | 2. Create | 3. Create original artistic work. | 1. Choose and use <i>sketches</i> , <i>models</i> or <i>stories</i> to create unified media artworks. <i>For example:</i> U se <i>storyboard</i> to make a stop motion; Pick from thumbnail <i>sketches</i> for graphic design. | | |
| 2.3.2.3.1 | 2. Media Arts | 3 | 2. Create | 3. Create original artistic work. | 1. Construct media arts content to communicate a purpose or idea, using elements of artistic foundations . For example: Photo collage considering <i>attention</i> ; poster design considering <i>composition</i> ; character design and development considering <i>convention</i> . | | |
| 2.4.2.3.1 | 2. Media Arts | 4 | 2. Create | 3. Create original artistic work. | 1. Structure and arrange content and <i>components</i> to convey purpose and <i>meaning</i> in the creation of media artworks, applying artistic foundations . <i>For example:</i> Hand drawn animation considering <i>balance</i> and <i>contrast</i> ; design music for video clip considering <i>emphasis</i> ; photo manipulation considering <i>fairness</i> , <i>fair use</i> , <i>juxtaposition</i> , and <i>imaging</i> . | | |

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| 2.5.2.3.1 | 2. Media Arts | 5 | 2. Create | 3. Create original artistic work. | <p>1. Create content and combine <i>components</i> for a specific <i>audience</i> to express purpose and <i>meaning</i> in media artworks, utilizing artistic foundations .</p> <p><i>For example:</i> Stop motion animation considering <i>force</i> and <i>exaggeration</i>; live action filmmaking considering <i>narrative structure</i>; digital self-portraits exploring identity and <i>meaning</i>.</p> | | |
| 2.6.2.3.1 | 2. Media Arts | 6 | 2. Create | 3. Create original artistic work. | <p>1. Experiment with multiple <i>approaches</i> to produce content and <i>components</i> for a specific purpose in media artworks, utilizing a range of artistic foundations .</p> <p><i>For example:</i> Digital illustration considering <i>perspective</i>; clay animation considering <i>point of view</i>; poster design considering <i>media messages</i>.</p> | | |
| 2.7.2.3.1 | 2. Media Arts | 7 | 2. Create | 3. Create original artistic work. | <p>1. Create media artworks, using artistic foundations, that integrate <i>production processes</i> , content, and <i>stylistic conventions</i> to communicate <i>meaning</i> for a specific <i>audience</i> .</p> <p><i>For example:</i> Choose and defend a <i>narrative structure</i> for video.</p> | | |
| 2.8.2.3.1 | 2. Media Arts | 8 | 2. Create | 3. Create original artistic work. | <p>1. Create media artworks using <i>transdisciplinary</i> or <i>transmedia production</i> , to express emotion and <i>meaning</i> .</p> <p><i>For example:</i> Original sound design (such as an <i>experiential design</i> incorporating a podcast) considering <i>theme</i>, <i>movement</i> and <i>unity</i>; simple web page design considering <i>positioning</i> with <i>multimodal perception</i>.</p> | | |
| 2.9.2.3.1 | 2. Media Arts | HS | 2. Create | 3. Create original artistic work. | <p>1. Create media artworks using <i>hybridization</i> or <i>multimodal perception</i> , by integrating <i>components</i> and <i>stylistic conventions</i> , to express compelling purpose, <i>story</i> , or emotion.</p> <p><i>For example:</i> Set building with light, motion or <i>interactivity</i>; character development, type selection considering multiple presentation formats.</p> | | |
| 2.9.2.3.2 | 2. Media Arts | HS | 2. Create | 3. Create original artistic work. | <p>2. Create media arts productions in a variety of genres, considering critical media literacies , <i>aesthetic criteria</i> , communication goals, and <i>audience</i> using artistic foundations.</p> <p><i>For example:</i> Magazine layout considering <i>space</i> and <i>sequence</i> specifically through typography, messaging, and audience; game world design considering <i>narrative structure</i>.</p> | | |

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| 2.0.2.4.1 | 2. Media Arts | 0 | 2. Create | 4. Revise and complete original artistic work. | 1. Make changes to the content of media artworks and share results. <i>For example: R earrange objects in a digital drawing; rerecord video.</i> | | |
| 2.1.2.4.1 | 2. Media Arts | 1 | 2. Create | 4. Revise and complete original artistic work. | 1. After reviewing media artwork, make changes to the form of the work. <i>For example: The order of sequencing photos; the color of objects and images.</i> | | |
| 2.2.2.4.1 | 2. Media Arts | 2 | 2. Create | 4. Revise and complete original artistic work. | 1. Test and describe expressive effects in altering, revising, and completing media artworks. <i>For example: Changing the frame rate in an animation; comparing spacing in a design; trying different shot types for an action.</i> | | |
| 2.3.2.4.1 | 2. Media Arts | 3 | 2. Create | 4. Revise and complete original artistic work. | 1. When revising media artworks compare and contrast how the <i>emphasis</i> of elements alters effect and purpose. <i>For example: Use of space in live action filming; manipulation of light in an image.</i> | | |
| 2.4.2.4.1 | 2. Media Arts | 4 | 2. Create | 4. Revise and complete original artistic work. | 1. Revise content to convey purpose and <i>meaning</i> in various media artworks, using artistic foundations . <i>For example: Editing filters considering texture, editing, and mixing qualities considering sound elements.</i> | | |
| 2.5.2.4.1 | 2. Media Arts | 5 | 2. Create | 4. Revise and complete original artistic work. | 1. Based on feedback, revise media artworks to improve clarity and purpose. <i>For example: Review balance of <i>components</i> , including <i>juxtaposition</i>.</i> | | |
| 2.6.2.4.1 | 2. Media Arts | 6 | 2. Create | 4. Revise and complete original artistic work. | 1. Evaluate how elements and <i>components</i> can be altered for intentional effects and <i>audience</i> . <i>For example: F ont and image size and placement; sound selection and rearrangement in video considering <i>stylistic convention</i>.</i> | | |
| 2.7.2.4.1 | 2. Media Arts | 7 | 2. Create | 4. Revise and complete original artistic work. | 1. Improve media artworks by placing <i>emphasis</i> on particular expressive <i>components</i> . <i>For example: C onsideration of <i>continuity</i> , purpose, <i>audience</i> , or place.</i> | | |

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| 2.8.2.4.1 | 2. Media Arts | 8 | 2. Create | 4. Revise and complete original artistic work. | 1. Refine media artworks, <i>resisting closure</i> while intentionally altering <i>stylistic conventions</i> based on specific goals and personal choices. <i>For example:</i> Edit video game level design considering <i>interactive components</i> after receiving feedback. | | |
| 2.9.2.4.1 | 2. Media Arts | HS | 2. Create | 4. Revise and complete original artistic work. | 1. Modify media artworks by improving technical quality, <i>components</i> , and <i>stylistic conventions</i> , based on consideration of purpose, <i>audience</i> , and place. <i>For example:</i> Redesign webpage based on a specific project goal. | | |
| 2.0.3.5.1 | 2. Media Arts | 0 | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Identify different ways media artworks are presented. <i>For example :</i> Look at, listen to, or experience media arts presentations. | | |
| 2.1.3.5.1 | 2. Media Arts | 1 | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Sort media artwork by styles and types. <i>For example :</i> Comparing work by a single artist. | | |
| 2.2.3.5.1 | 2. Media Arts | 2 | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Identify techniques and sequencing in media artworks. <i>For example :</i> Flipbooks; <i>storyboard</i> ; frames for stop motion. | | |
| 2.3.3.5.1 | 2. Media Arts | 3 | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Discuss techniques used in editing media artworks. <i>For example:</i> Cutting and splicing; volume; transitions; fade. | | |
| 2.4.3.5.1 | 2. Media Arts | 4 | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Combine and coordinate a variety of media content into a media artwork presentation. <i>For example:</i> A mixed media performance. | | |
| 2.5.3.5.1 | 2. Media Arts | 5 | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Organize multiple media artworks to be combined into a single presentation. <i>For example :</i> A media broadcast. | | |
| 2.6.3.5.1 | 2. Media Arts | 6 | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Evaluate how the public uses, relates to, and participates with media artworks. <i>For example:</i> Social media platforms; public space artworks. | | |
| 2.7.3.5.1 | 2. Media Arts | 7 | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Explain the choices made in the presentation of media artworks. <i>For example :</i> Choices made in creative <i>components</i> such as sound , titling, etc. | | |

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| 2.8.3.5.1 | 2. Media Arts | 8 | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Develop and apply criteria for evaluating a collection of media artwork for presentation. <i>For example:</i> Create survey for a focus group; participate in forum on media artwork presentation. | | |
| 2.9.3.5.1 | 2. Media Arts | HS | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Critique and justify the use of design <i>components</i> within a media arts presentation, considering the reaction of the <i>audience</i> . <i>For example:</i> Director Q&A; stakeholder review; SCAMPER; six thinking hats. | | |
| 2.0.3.6.1 | 2. Media Arts | 0 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Explain the message of a media artwork. <i>For example:</i> Compare cereal box design for intended <i>audience</i> . | | |
| 2.1.3.6.1 | 2. Media Arts | 1 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Identify where you see media arts in the community. <i>For example:</i> Bank kiosk, billboards. | | |
| 2.2.3.6.1 | 2. Media Arts | 2 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Compare and contrast venues where media arts are shared and their effects on the <i>audience</i> . <i>For example:</i> Explore <i>media environments</i> like movie theatre, computer, home movie. | | |
| 2.3.3.6.1 | 2. Media Arts | 3 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Explain how the <i>meaning</i> of a media artwork might change depending on the venue. <i>For example :</i> Formal vs informal (movie theater vs at home); still photo vs. film. | | |
| 2.4.3.6.1 | 2. Media Arts | 4 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Identify and describe presentation conditions, and take on a role in presenting media artworks. <i>For example :</i> Exporting and distributing completed movie into online portfolio. | | |
| 2.5.3.6.1 | 2. Media Arts | 5 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Explain different roles related to presenting media artworks, and fulfill one of those roles in a presentation. <i>For example:</i> Director; writer; actor; presenter. | | |
| 2.6.3.6.1 | 2. Media Arts | 6 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation or <i>distribution</i> of media artworks. <i>For example:</i> <i>Virtual channels</i> ; formatting and exporting for various print production. | | |

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| 2.7.3.6.1 | 2. Media Arts | 7 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Evaluate how various presentation formats and approaches to <i>distribution</i> can have a personal or local impact. <i>For example:</i> Compare and contrast presentation for a museum with commercial signage. | | |
| 2.8.3.6.1 | 2. Media Arts | 8 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Evaluate and implement improvements in the presentation of media artworks, considering personal and local impacts. <i>For example:</i> Research the changes to personal or corporate branding over time. | | |
| 2.9.3.6.1 | 2. Media Arts | HS | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Design and evaluate presentation and <i>distribution</i> of media artworks through multiple formats for specific <i>contexts</i> , <i>market</i> (s) and <i>system</i> (s). <i>For example:</i> Evaluate presentation modes for media artworks through <i>virtual channels</i> versus a <i>multimedia theatre</i> , considering <i>media arts contexts</i> . | | |
| 2.0.4.7.1 | 2. Media Arts | 0 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Identify <i>components</i> (such as <i>sound</i> , lighting, <i>sequence</i> , mood) in media artworks. <i>For example:</i> List parts of a movie such as beginning, middle, and end. | | |
| 2.1.4.7.1 | 2. Media Arts | 1 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Identify <i>components</i> and messages in media artworks. <i>For example:</i> List parts of a movie such as beginning, middle and end, and identify how these parts tell <i>stories</i> or share messages. | | |
| 2.2.4.7.1 | 2. Media Arts | 2 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Identify and describe the <i>components</i> and messages in media artworks, and share how the work creates different experiences. <i>For example:</i> Watch a suspenseful video and discuss feelings and why. | | |
| 2.3.4.7.1 | 2. Media Arts | 3 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Identify and describe how messages are created by <i>components</i> in media artworks, and share how the <i>components</i> affect mood. <i>For example:</i> Watch a variety of media arts clips and discuss different clips express or influence different moods. | | |

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| 2.4.4.7.1 | 2. Media Arts | 4 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | <p>1. Compare how messages are created by <i>components</i> in media artworks, and explain how the <i>components</i> affect mood and <i>audience</i> experience.</p> <p><i>For example:</i> Watch a variety of media arts clips and discuss how different clips express mood, and how they affect how the audience experiences the media art works.</p> | | |
| 2.5.4.7.1 | 2. Media Arts | 5 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | <p>1. Differentiate how <i>components</i> in media artworks impact message and mood to create <i>meaning</i> and how they affect <i>audience</i> experience.</p> <p><i>For example:</i> Analyze how lighting design and sound design in a film impact mood and <i>audience experience</i>.</p> | | |
| 2.6.4.7.1 | 2. Media Arts | 6 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | <p>1. Analyze how messages change due to multiple approaches in producing media artworks and how they affect <i>audience</i> experience.</p> <p><i>For example:</i> Examine media artworks that use different <i>technological</i> approaches, such as <i>interactivity</i> versus theatrical film, and the affect on <i>audience experience</i>.</p> | | |
| 2.7.4.7.1 | 2. Media Arts | 7 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | <p>1. Analyze how intentional use of elements of media artworks interact with personal perceptions, influencing mood and <i>managing audience experience</i> .</p> <p><i>For example:</i> Examine how media artworks include a variety of media elements which affect the way we see, hear, or experience a media artwork.</p> | | |
| 2.8.4.7.1 | 2. Media Arts | 8 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | <p>1. Analyze the relationships between media arts <i>components</i> , and explain how <i>transdisciplinary</i> or <i>transmedia productions</i> communicate and affect <i>audience</i> experience.</p> <p><i>For example:</i> Compare the experience of platforms with <i>interactivity</i> (such as <i>experiential design</i>) with the experience of traditional art mediums.</p> | | |
| 2.9.4.7.1 | 2. Media Arts | HS | 4. Respond | 7. Analyze and construct interpretations of artistic work. | <p>1. Analyze how a broad range of media artworks affect experience and communicate through <i>multimodal perception</i> , while using artistic foundations.</p> <p><i>For example:</i> Analyze the managed experience in <i>augmented reality</i> , <i>virtual worlds</i> or gaming that incorporates artificial intelligence.</p> | | |

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| 2.0.4.8.1 | 2. Media Arts | 0 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Share reactions to media artworks. <i>For example: S tating personal selection of a sound or image experience.</i> | | |
| 2.1.4.8.1 | 2. Media Arts | 1 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Identify effective parts and possible changes to media artworks. <i>For example: Utilize a process to provide and use feedback such as praise/polish/ponder activities.</i> | | |
| 2.2.4.8.1 | 2. Media Arts | 2 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Discuss the effectiveness of and improvements for media artworks, considering their <i>context</i> . <i>For example: Change the color, texture or feel of a digital illustration to improve the <i>tone</i> of the media artwork.</i> | | |
| 2.3.4.8.1 | 2. Media Arts | 3 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Evaluate media artworks and identify possible improvements based on given criteria. <i>For example: Discuss how given criteria are evident in a media artwork and suggest ways to improve the media artwork such as keeping movements smaller and more controlled in stopmotion animation, or use of techniques to stabilize the captured video, or how to increase focus in digital <i>images</i>.</i> | | |
| 2.4.4.8.1 | 2. Media Arts | 4 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Apply given criteria for evaluating and improving media artworks and <i>production processes</i> . <i>For example: Keeping movements smaller and more controlled in stopmotion animation, use of techniques to stabilize the captured video, or how to increase focus in digital <i>images</i>.</i> | | |
| 2.5.4.8.1 | 2. Media Arts | 5 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Develop and apply criteria to evaluate media artworks and <i>production processes</i> . <i>For example: As a group, collaboratively develop a list of criteria to be used in evaluating a media artwork including how the media artwork was produced/created.</i> | | |
| 2.6.4.8.1 | 2. Media Arts | 6 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Provide and receive constructive feedback based on criteria for evaluating media artworks. <i>For example : Create a rubric for a project.</i> | | |

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| 2.7.4.8.1 | 2. Media Arts | 7 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Compare and contrast an evaluation of a media artwork based on personal criteria and an evaluation of a media artwork based on a set of established criteria. <i>For example:</i> Complete a self assessment and compare it with assessment from peer or educator. | | |
| 2.8.4.8.1 | 2. Media Arts | 8 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Evaluate media artworks and <i>production processes</i> with developed criteria at multiple stages in the creation process, including criteria related to <i>fair use</i> and <i>copyright</i> .** <i>For example:</i> Plagiarism; appropriation; intellectual property; creative commons media; public domain; and <i>legal</i> . | | |
| 2.9.4.8.1 | 2. Media Arts | HS | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Construct and defend evaluations of media artworks and <i>production processes</i> , including criteria related to <i>ethics</i> . ** <i>For example:</i> Respond to representations of people, identity or groups in media artworks. | | |
| 2.0.5.9.1 | 2. Media Arts | 0 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Use personal experiences in creating media artworks. <i>For example:</i> <i>P</i> ersonal <i>stories</i> ; media art works that display personal life experience. | | |
| 2.1.5.9.1 | 2. Media Arts | 1 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Use personal experiences and interests in creating media artworks. <i>For example:</i> Personal <i>stories</i> ; media art works that display personal life experience; or media artworks that exhibit choices of content/tools. | | |
| 2.2.5.9.1 | 2. Media Arts | 2 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Use personal experiences, interests, and research in creating media artworks. <i>For example:</i> Personal <i>stories</i> ; media art works that display personal life experience; or media artworks that exhibit research to create <i>story</i> . | | |
| 2.3.5.9.1 | 2. Media Arts | 3 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Identify and show how media artworks form <i>meaning</i> , situations, and culture. <i>For example:</i> Popular media. | | |

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| 2.4.5.9.1 | 2. Media Arts | 4 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Examine and use personal interests, research, and cultural understanding to create media artworks. <i>For example:</i> Autobiographical stories; creating media artworks illustrating personal statements/positions; media art works that display personal life experiences. | | |
| 2.5.5.9.1 | 2. Media Arts | 5 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Access and use multiple resources related to cultural understanding to create media artworks. <i>For example:</i> Interests, knowledge, and experiences. | | |
| 2.6.5.9.1 | 2. Media Arts | 6 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Compare and contrast how creating and presenting media artworks forms personal and <i>digital identity</i> .** <i>For example:</i> Using platforms of <i>systematic communications</i> , <i>distribution</i> and engagement with <i>new media</i> . | | |
| 2.7.5.9.1 | 2. Media Arts | 7 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Analyze how to <i>safely</i> , <i>ethically</i> and intentionally develop <i>digital identity</i> when creating and presenting media artworks, through <i>systematic communications</i> .** <i>For example:</i> <i>Ethically</i> exploring anonymity in a <i>virtual world</i> such as gaming; <i>digital safety</i> ; digital security. | | |
| 2.8.5.9.1 | 2. Media Arts | 8 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Evaluate the cycle of producing media artworks to make <i>meaning</i> of and respond to local and global events, and the power of media arts to affect social change. <i>For example:</i> Artmaking in response to natural disaster; political and social campaigns. | | |
| 2.9.5.9.1 | 2. Media Arts | HS | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Incorporate personal experiences and cultural perspectives to establish <i>personal aesthetic</i> in media artworks. | | |
| 2.9.5.9.2 | 2. Media Arts | HS | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 2. Analyze how individually developed <i>media messages</i> influence local and global communities. <i>For example:</i> Disruption of the dominant discourse through media artworks; responsibly and irresponsibly developed <i>media messages</i> . | | |
| 2.0.5.10.1 | 2. Media Arts | 0 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Identify how media arts are a part of life. <i>For example:</i> Name places media arts are found in our daily life and how they are used, such as smartphones. | | |

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| 2.1.5.10.1 | 2. Media Arts | 1 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Describe media art from various times and places. <i>For example:</i> Describe how media arts has changed over time, such as hand drawn cel animation to computer generated animations; describe how media arts has existed in theaters and television, but now also exist online, within apps, social media, personal devices, smartphones, etc.; describe how media arts exists across the world. | | |
| 2.2.5.10.1 | 2. Media Arts | 2 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Discuss how media artworks relate to everyday cultural life. <i>For example:</i> Describe how media arts is used in our everyday life, how it influences what we think, and how it can be used in our lives. | | |
| 2.3.5.10.1 | 2. Media Arts | 3 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Explain how knowing the time and place in which a media artwork was made influences interpretation of the work. <i>For example:</i> Describe how labor-intensive films and animations used to be when they were shot frame-by-frame or by creating using cel animation techniques; describe how special effects in film have changed over time and how they impact what media artists are able to communicate. | | |
| 2.4.5.10.1 | 2. Media Arts | 4 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Identify how media artworks are used to inform or change beliefs, values or behaviors of an individual or society. <i>For example:</i> Identify how media arts influences what we perceive, think, or believe; identify how media arts can influence our culture for positive change. | | |
| 2.5.5.10.1 | 2. Media Arts | 5 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Make inferences about the time, place, or culture in which a media artwork was created, citing evidence. <i>For example:</i> Evaluate different video game designs for their history and context . | | |
| 2.6.5.10.1 | 2. Media Arts | 6 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Explain how media artworks relate to and impact personal, societal, cultural, historical, and community situations. <i>For example :</i> Personal identity; <i>digital identity</i> ; historical events; entertainment. | | |

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| 2.7.5.10.1 | 2. Media Arts | 7 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Analyze how response to media art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. <i>For example: Evaluate the changes in the use and style of photography over time.</i> | | |
| 2.8.5.10.1 | 2. Media Arts | 8 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Explain different ways media arts are used to represent, establish, reinforce, and reflect culture or group identity. <i>For example : Use of memes and viral video in systematic communications.</i> | | |
| 2.9.5.10.1 | 2. Media Arts | HS | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Synthesize how media arts represent, establish, reinforce, and reflect culture or group identity. | | |
| 2.9.5.10.2 | 2. Media Arts | HS | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Use <i>contexts</i> , purposes, representations, and values to inform media artworks. <i>For example: Develop media literacy to examine how media messages affect social trends, power, equity, bias, gender, personal or cultural identity.</i> | | |
| 3.A.1.1 | 3. Music | ALL | 1. Foundations | 1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work. | <i>The benchmarks are integrated across the other strands, highlighted in bold.</i> | | |
| 3.0.2.2.1 | 3. Music | 0 | 2. Create | 2. Generate and develop original artistic ideas. | 1. <i>Improvise</i> musical sounds in response to teacher cues. | | |
| 3.1.2.2.1 | 3. Music | 1 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Generate <i>musical ideas</i> using a limited set of <i>rhythms</i> or <i>pitches</i> . | | |
| 3.2.2.2.1 | 3. Music | 2 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Generate <i>rhythmic</i> or <i>melodic patterns</i> . | | |
| 3.3.2.2.1 | 3. Music | 3 | 2. Create | 2. Generate and develop original artistic ideas. | 1. <i>Create</i> or <i>improvise</i> <i>rhythmic</i> or <i>melodic patterns</i> containing long sounds, short sounds and rests . | | |
| 3.4.2.2.1 | 3. Music | 4 | 2. Create | 2. Generate and develop original artistic ideas. | 1. <i>Create</i> or <i>improvise</i> <i>melodic phrases</i> using specified <i>tonalities</i> . | | |
| 3.5.2.2.1 | 3. Music | 5 | 2. Create | 2. Generate and develop original artistic ideas. | 1. <i>Create</i> or <i>improvise</i> <i>rhythmic</i> or <i>melodic phrases</i> using specific <i>tonalities, meters</i> or <i>chord changes</i> . | | |
| 3.6.2.2.1 | 3. Music | 6 | 2. Create | 2. Generate and develop original artistic ideas. | 1. <i>Create</i> or <i>improvise</i> <i>musical ideas</i> that can be combined into a <i>melody</i> . | | |
| 3.7.2.2.1 | 3. Music | 7 | 2. Create | 2. Generate and develop original artistic ideas. | 1. <i>Create</i> or <i>improvise</i> <i>musical ideas</i> that can be combined into a <i>melody</i> with <i>expressive elements</i> . <i>For example: Dynamics , articulation, tempo .</i> | | |

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| 3.8.2.2.1 | 3. Music | 8 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Generate rhythmic, melodic, or harmonic musical ideas that include expressive elements . <i>For example: Dynamics , articulation , timbre .</i> | | |
| 3.9.2.2.1 | 3. Music | HS | 2. Create | 2. Generate and develop original artistic ideas. | 1. <i>Improvise, arrange, or modify phrases</i> that demonstrate understanding of musical elements . | | |
| 3.0.2.3.1 | 3. Music | 0 | 2. Create | 3. Create original artistic work. | 1. Choose a musical sound to share. | | |
| 3.1.2.3.1 | 3. Music | 1 | 2. Create | 3. Create original artistic work. | 1. Choose <i>musical ideas</i> to share using a limited set of rhythms or pitches . | | |
| 3.2.2.3.1 | 3. Music | 2 | 2. Create | 3. Create original artistic work. | 1. Preserve personal rhythmic or melodic patterns using a system of notation or recording technology.** | | |
| 3.3.2.3.1 | 3. Music | 3 | 2. Create | 3. Create original artistic work. | 1. Organize chosen musical patterns into phrases using a system of notation or recording technology.** | | |
| 3.4.2.3.1 | 3. Music | 4 | 2. Create | 3. Create original artistic work. | 1. Organize chosen musical phrases into a short <i>composition</i> using a system of notation or recording technology.** | | |
| 3.5.2.3.1 | 3. Music | 5 | 2. Create | 3. Create original artistic work. | 1. Organize chosen musical phrases into a given form using a system of notation or recording technology.** | | |
| 3.6.2.3.1 | 3. Music | 6 | 2. Create | 3. Create original artistic work. | 1. Develop a <i>composition</i> consisting of a melody using a system of notation or recording technology.** | | |
| 3.7.2.3.1 | 3. Music | 7 | 2. Create | 3. Create original artistic work. | 1. Develop a <i>composition</i> consisting of a melody with expressive elements using a system of notation or recording technology.** | | |
| 3.8.2.3.1 | 3. Music | 8 | 2. Create | 3. Create original artistic work. | 1. Develop a <i>composition</i> in a specific form that includes expressive elements using notation or recording technology.** | | |
| 3.9.2.3.1 | 3. Music | HS | 2. Create | 3. Create original artistic work. | 1. Select multiple <i>musical ideas</i> , original or existing, to <i>create</i> drafts of music using notation or technology, where appropriate.** | | |
| 3.0.2.4.1 | 3. Music | 0 | 2. Create | 4. Revise and complete original artistic work. | 1. Change selected musical sounds using teacher feedback. | | |
| 3.1.2.4.1 | 3. Music | 1 | 2. Create | 4. Revise and complete original artistic work. | 1. Change selected <i>musical ideas</i> using teacher feedback. | | |
| 3.2.2.4.1 | 3. Music | 2 | 2. Create | 4. Revise and complete original artistic work. | 1. Change selected rhythmic or melodic patterns using feedback from others. | | |
| 3.3.2.4.1 | 3. Music | 3 | 2. Create | 4. Revise and complete original artistic work. | 1. <i>Arrange</i> musical patterns using feedback from others. | | |
| 3.4.2.4.1 | 3. Music | 4 | 2. Create | 4. Revise and complete original artistic work. | 1. <i>Revise</i> a musical <i>composition</i> as a group using feedback from others. | | |
| 3.5.2.4.1 | 3. Music | 5 | 2. Create | 4. Revise and complete original artistic work. | 1. <i>Revise</i> a musical <i>composition</i> using feedback from others and self-reflection. | | |
| 3.6.2.4.1 | 3. Music | 6 | 2. Create | 4. Revise and complete original artistic work. | 1. <i>Revise</i> a musical <i>composition</i> using self-reflection. | | |
| 3.7.2.4.1 | 3. Music | 7 | 2. Create | 4. Revise and complete original artistic work. | 1. <i>Revise a composition</i> to include expressive elements . | | |
| 3.8.2.4.1 | 3. Music | 8 | 2. Create | 4. Revise and complete original artistic work. | 1. <i>Revise a composition</i> draft into a completed work. | | |
| 3.9.2.4.1 | 3. Music | HS | 2. Create | 4. Revise and complete original artistic work. | 1. <i>Revise</i> or <i>arrange</i> a <i>composition</i> to become a completed <i>musical work</i> using current technology (as available) to preserve the <i>composition</i> .** | | |

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|-----------|-----------|-------|------------|--|--|-------------------------------|----------------------------------|
| 3.1.3.5.1 | 3. Music | 1 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Demonstrate <i>moving</i> , <i>singing</i> , and <i>playing instruments</i> with others, and alone. | | |
| 3.2.3.5.1 | 3. Music | 2 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Develop <i>vocal</i> and <i>instrumental skills</i> to <i>perform</i> a variety of music. | | |
| 3.3.3.5.1 | 3. Music | 3 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. <i>Refine vocal</i> and <i>instrumental skills</i> to <i>perform</i> a variety of music. | | |
| 3.4.3.5.1 | 3. Music | 4 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Apply developing <i>vocal</i> and <i>instrumental skills</i> to improve <i>performance</i> . | | |
| 3.5.3.5.1 | 3. Music | 5 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Demonstrate <i>vocal</i> or <i>instrumental skills</i> appropriate to the <i>performance</i> of music's <i>cultural context</i> . | | |
| 3.6.3.5.1 | 3. Music | 6 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Collaborate as an <i>ensemble</i> to <i>refine</i> and prepare music for <i>presentation</i> or <i>performance</i> . | | |
| 3.7.3.5.1 | 3. Music | 7 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Demonstrate an understanding of various <i>genres</i> and <i>styles</i> of music by applying musical <i>elements</i> to prepare for a <i>performance</i> . | | |
| 3.8.3.5.1 | 3. Music | 8 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Demonstrate persistence and cooperation in refining <i>musical selections</i> for <i>performance</i> . | | |
| 3.9.3.5.1 | 3. Music | HS | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Utilize multiple rehearsal strategies to <i>refine performance</i> , using technology where appropriate. | | |
| 3.0.3.5.1 | 3. Music | 0 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Demonstrate <i>moving</i> , <i>singing</i> , and <i>playing instruments</i> with others. | | |
| 3.1.3.6.1 | 3. Music | 1 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Follow the teacher to start, stop and stay together throughout an established musical <i>form</i> . | | |
| 3.2.3.6.1 | 3. Music | 2 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. <i>Perform</i> music with and for others, using <i>technical accuracy</i> and expression. | | |
| 3.3.3.6.1 | 3. Music | 3 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. <i>Perform</i> music for a specific <i>purpose</i> , using <i>technical accuracy</i> , expression, and <i>interpretation</i> . | | |
| 3.4.3.6.1 | 3. Music | 4 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. <i>Perform</i> music by accurately responding to musical terms . | | |
| 3.5.3.6.1 | 3. Music | 5 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. <i>Perform</i> music by <i>responding</i> to notation and active listening . | | |
| 3.6.3.6.1 | 3. Music | 6 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. <i>Perform</i> music for an audience by <i>responding</i> to notation and applying musical <i>elements</i> and <i>technical skills</i> . <i>For example:</i> Audience being a classmate, friend, online platform, or a large group. | | |
| 3.0.3.6.1 | 3. Music | 0 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Make a musical choice while singing , playing instruments , or <i>moving</i> to explore the effects of musical <i>elements</i> . <i>For example :</i> High/low; loud/soft; fast/slow. | | |

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| 3.7.3.6.1 | 3. Music | 7 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. <i>Perform</i> music for an audience by responding to notation , using expressive skills . <i>For example:</i> Audience being a classmate, friend, online platform, or a large group. | | |
| 3.8.3.6.1 | 3. Music | 8 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. <i>Perform</i> music for an audience with <i>technical accuracy</i> and <i>stylistic expression</i> to convey the composer's possible <i>intent</i> . <i>For example:</i> Audience being a classmate, friend, online platform, or a large group. | | |
| 3.9.3.6.1 | 3. Music | HS | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. <i>Perform</i> contrasting <i>musical selections</i> for an audience, conveying meaning through <i>interpretation</i> of the musical elements and expressive qualities . <i>For example:</i> audience being a classmate, friend, online platform, or a large group | | |
| 3.0.4.7.1 | 3. Music | 0 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Identify musical opposites while listening to and interacting with a variety of music. | | |
| 3.1.4.7.1 | 3. Music | 1 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Identify steady beat while listening to and interacting with a variety of music. | | |
| 3.2.4.7.1 | 3. Music | 2 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Identify repeating patterns and expressive elements while listening to and interacting with a variety of music.** | | |
| 3.3.4.7.1 | 3. Music | 3 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Identify and describe elements that make contrasting <i>musical selections</i> different from each other. | | |
| 3.4.4.7.1 | 3. Music | 4 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Identify and describe elements that create contrasting <i>performances</i> of the same <i>musical selection</i> . | | |
| 3.5.4.7.1 | 3. Music | 5 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Identify the elements used in a <i>musical selection</i> to convey its possible <i>intent</i> . | | |
| 3.6.4.7.1 | 3. Music | 6 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Describe how musical elements contribute to meaning in a <i>musical selection</i> . | | |
| 3.7.4.7.1 | 3. Music | 7 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Identify the musical or <i>technical skills</i> needed in <i>musical selections</i> to convey meaning or possible <i>intent</i> including <i>cultural</i> or <i>historical contexts</i> . | | |
| 3.8.4.7.1 | 3. Music | 8 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Analyze and discuss the use of elements in <i>musical selections</i> to convey meaning or possible <i>intent</i> including <i>cultural</i> or <i>historical contexts</i> . | | |
| 3.9.4.7.1 | 3. Music | HS | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. <i>Interpret</i> musical elements and <i>cultural</i> or <i>historical contexts</i> embedded within a <i>musical selection</i> to express possible meanings of the composer or performer. | | |
| 3.0.4.8.1 | 3. Music | 0 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Identify which of two contrasting <i>musical selections</i> is preferred, and tell why. | | |
| 3.1.4.8.1 | 3. Music | 1 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Identify differences between two contrasting <i>musical selections</i> . | | |

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| 3.2.4.8.1 | 3. Music | 2 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Apply personal preferences in evaluation when listening to music. | | |
| 3.3.4.8.1 | 3. Music | 3 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Explain personal preference of <i>music selections</i> by identifying music elements that generate personal interest. | | |
| 3.4.4.8.1 | 3. Music | 4 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Apply <i>teacher-provided criteria</i> to evaluate <i>musical selections</i> or <i>performances</i> , citing specific elements and characteristics. | | |
| 3.5.4.8.1 | 3. Music | 5 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Apply collaboratively <i>developed</i> and <i>teacher-provided criteria</i> to evaluate <i>musical selections</i> or <i>performances</i> , citing specific elements and characteristics. | | |
| 3.6.4.8.1 | 3. Music | 6 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Apply collaboratively <i>developed criteria</i> to evaluate <i>musical selections</i> or <i>performances</i> , citing specific elements and characteristics. | | |
| 3.7.4.8.1 | 3. Music | 7 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Identify and use a variety of techniques to evaluate the qualities of a musical <i>performance</i> . <i>For example: Student generated criteria ; rubric ; rating scale.</i> | | |
| 3.8.4.8.1 | 3. Music | 8 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Identify and describe the musical and <i>technical skills</i> evident in a <i>performance</i> . | | |
| 3.9.4.8.1 | 3. Music | HS | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Evaluate music <i>performances</i> using commonly accepted standards, to demonstrate an understanding of musical elements . <i>For example: MSHSL adjudication forms; student generated criteria ; rubric ; rating scale.</i> | | |
| 3.0.5.9.1 | 3. Music | 0 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Sing or play instruments using a familiar song that you have learned. | | |
| 3.1.5.9.1 | 3. Music | 1 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Identify an emotion experienced when singing, playing instruments or listening to music. | | |
| 3.2.5.9.1 | 3. Music | 2 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Identify a part of a <i>musical selection</i> that <i>connect s</i> with you personally. | | |
| 3.3.5.9.1 | 3. Music | 3 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Describe a memory, feeling, or story associated with music that is listened to or performed . | | |
| 3.4.5.9.1 | 3. Music | 4 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Describe emotions experienced when <i>performing</i> or listening to a <i>musical selection</i> and relate it a personal experiences. | | |
| 3.5.5.9.1 | 3. Music | 5 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Compare and contrast emotions experienced when <i>performing</i> or listening to two different <i>musical selections</i> . | | |

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| 3.6.5.9.1 | 3. Music | 6 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Share how specific <i>musical selections</i> relate to personal, social and emotional experiences. | | |
| 3.7.5.9.1 | 3. Music | 7 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Describe why various musical choices are made when <i>creating</i> or <i>performing</i> music. | | |
| 3.8.5.9.1 | 3. Music | 8 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Describe how interests, knowledge, and skills relate to personal choices in the <i>creation</i> or <i>performance</i> of music. | | |
| 3.9.5.9.1 | 3. Music | HS | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Synthesize knowledge and personal experiences when <i>responding</i> to, <i>creating</i> , or <i>performing musical work</i> . | | |
| 3.0.5.10.1 | 3. Music | 0 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Sing, play instruments , or listen to music from various <i>cultures</i> . | | |
| 3.1.5.10.1 | 3. Music | 1 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Sing, play instruments or listen to music from various <i>cultures</i> , including music from Minnesota American Indian tribes and communities. | | |
| 3.2.5.10.1 | 3. Music | 2 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Sing and play instruments from different <i>genres</i> of music from various time periods and places. | | |
| 3.3.5.10.1 | 3. Music | 3 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Describe <i>cultural</i> uses of music from different time periods and places. | | |
| 3.4.5.10.1 | 3. Music | 4 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Compare and contrast <i>cultural</i> uses of music from different time periods and places. | | |

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| 3.5.5.10.1 | 3. Music | 5 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Describe relationships of musical <i>genres</i> to <i>cultural</i> or <i>historical contexts</i> . | | |
| 3.6.5.10.1 | 3. Music | 6 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Explain ways that music is used to represent cultural identity, including Minnesota American Indian tribes and communities. | | |
| 3.7.5.10.1 | 3. Music | 7 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Identify <i>cultural</i> or historical influences on musical <i>compositions</i> . | | |
| 3.8.5.10.1 | 3. Music | 8 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Describe how music <i>connects</i> individuals and societies to history, <i>culture</i> , heritage, and community. | | |
| 3.9.5.10.1 | 3. Music | HS | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Demonstrate an understanding of how <i>musical selections</i> are influenced by or impact <i>personal, societal, cultural, or historical contexts</i> . | | |
| 4.A.1.1 | 4. Theater | ALL | 1. <i>Foundations</i> | 1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work. | <i>The benchmarks are integrated across the other strands, highlighted in bold.</i> | | |
| 4.0.2.2.1 | 4. Theater | 0 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Invent and inhabit an imaginary place in dramatic play or a guided drama experience . | | |
| 4.1.2.2.1 | 4. Theater | 1 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Suggest character choices in a guided drama experience . | | |
| 4.2.2.2.1 | 4. Theater | 2 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Develop new plot details for a guided drama experience . | | |
| 4.3.2.2.1 | 4. Theater | 3 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Create roles, settings and stories for <i>work</i> . | | |
| 4.4.2.2.1 | 4. Theater | 4 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Express and generate details of settings and story elements that support the <i>given circumstances</i> in a <i>work</i> . | | |
| 4.5.2.2.1 | 4. Theater | 5 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Identify physical qualities that might explain a character's personality traits in a <i>work</i> . | | |
| 4.6.2.2.1 | 4. Theater | 6 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Analyze the different <i>stage types</i> and how they may affect the presentation of a <i>work</i> . | | |

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| 4.7.2.2.1 | 4. Theater | 7 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Describe multiple perspectives and solutions to <i>staging</i> challenges in a <i>work</i> . | | |
| 4.8.2.2.1 | 4. Theater | 8 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Choose and justify multiple solutions to <i>staging</i> challenges for a <i>work</i> . | | |
| 4.9.2.2.1 | 4. Theater | HS | 2. Create | 2. Generate and develop original artistic ideas. | 1. Apply research (including available technology) to construct the <i>visual composition</i> for a <i>work</i> .** | | |
| 4.0.2.2.2 | 4. Theater | 0 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Create props, puppets, or costume pieces for <i>dramatic play</i> . | | |
| 4.1.2.2.2 | 4. Theater | 1 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Collaborate with peers to suggest costumes and props for a guided drama experience . | | |
| 4.2.2.2.2 | 4. Theater | 2 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Collaborate with peers to develop settings for a <i>guided drama experience</i> . | | |
| 4.3.2.2.2 | 4. Theater | 3 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Express and devise ideas for costumes, props and sets in a <i>work</i> . | | |
| 4.4.2.2.2 | 4. Theater | 4 | 2. Create | 2. Generate and develop original artistic ideas. | 2. <i>Design</i> one or more technical theater elements (using available technology) that support the story and <i>given circumstances</i> in a <i>work</i> .** | | |
| 4.5.2.2.2 | 4. Theater | 5 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Propose and create <i>designs</i> using multiple technical theater elements (using available technology) to support the story and <i>given circumstances</i> in a <i>work</i> .** | | |
| 4.6.2.2.2 | 4. Theater | 6 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Propose and create a comprehensive <i>design</i> using all technical theater elements and available technology to support the story and <i>given circumstances</i> in a <i>work</i> .** | | |
| 4.7.2.2.2 | 4. Theater | 7 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Explain possible solutions to <i>design</i> challenges in a <i>work</i> . | | |
| 4.8.2.2.2 | 4. Theater | 8 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Identify <i>design</i> challenges of a specific performance space and create solutions to present a <i>work</i> . | | |
| 4.9.2.2.2 | 4. Theater | HS | 2. Create | 2. Generate and develop original artistic ideas. | 2. Investigate the impact of technology on <i>design</i> choices in a <i>work</i> .** | | |
| 4.0.2.2.3 | 4. Theater | 0 | 2. Create | 2. Generate and develop original artistic ideas. | 3. Use movement to retell a story in a <i>guided drama experience</i> . | | |
| 4.1.2.2.3 | 4. Theater | 1 | 2. Create | 2. Generate and develop original artistic ideas. | 3. Identify ways <i>gestures</i> and movement may be used to create or retell a story . | | |
| 4.2.2.2.3 | 4. Theater | 2 | 2. Create | 2. Generate and develop original artistic ideas. | 3. Identify ways voice, sounds , and technology may be used to create or retell a story . ** | | |
| 4.3.2.2.3 | 4. Theater | 3 | 2. Create | 2. Generate and develop original artistic ideas. | 3. Collaborate with peers to determine how characters might move and speak to support the story in a <i>work</i> . | | |
| 4.4.2.2.3 | 4. Theater | 4 | 2. Create | 2. Generate and develop original artistic ideas. | 3.Demonstrate how a character might move and act to support the story and <i>given circumstances</i> in a <i>work</i> . | | |
| 4.5.2.2.3 | 4. Theater | 5 | 2. Create | 2. Generate and develop original artistic ideas. | 3. Explain how a character’s thoughts affect the story and <i>given circumstances</i> in a <i>work</i> . | | |

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| 4.6.2.2.3 | 4. Theater | 6 | 2. Create | 2. Generate and develop original artistic ideas. | 3. Explain how a <i>scripted or improvised character</i> responds to the <i>given circumstances</i> in a <i>work</i> . | | |
| 4.7.2.2.3 | 4. Theater | 7 | 2. Create | 2. Generate and develop original artistic ideas. | 3. Describe a <i>scripted or improvised character’s motivations</i> and <i>objectives</i> in a <i>work</i> . | | |
| 4.8.2.2.3 | 4. Theater | 8 | 2. Create | 2. Generate and develop original artistic ideas. | 3. <i>Develop a scripted or improvised character</i> by articulating the <i>character’s thoughts, objectives , and motivations</i> in a <i>work</i> . | | |
| 4.9.2.2.3 | 4. Theater | HS | 2. Create | 2. Generate and develop original artistic ideas. | 3. Analyze how a character becomes authentic in a <i>work</i> . | | |
| 4.0.2.3.1 | 4. Theater | 0 | 2. Create | 3. Create original artistic work. | 1. Interact with peers to contribute to a dramatic play or a guided drama experience . | | |
| 4.1.2.3.1 | 4. Theater | 1 | 2. Create | 3. Create original artistic work. | 1. Contribute to the development of a sequential plot in a guided drama experience . | | |
| 4.2.2.3.1 | 4. Theater | 2 | 2. Create | 3. Create original artistic work. | 1. Collaborate with peers to create <i>dialogue</i> for a guided drama experience . | | |
| 4.3.2.3.1 | 4. Theater | 3 | 2. Create | 3. Create original artistic work. | 1. Devise original ideas for a <i>work</i> . | | |
| 4.4.2.3.1 | 4. Theater | 4 | 2. Create | 3. Create original artistic work. | 1. Collaborate with peers to devise original ideas for a <i>work</i> by asking questions about characters and plots . | | |
| 4.5.2.3.1 | 4. Theater | 5 | 2. Create | 3. Create original artistic work. | 1. Devise original ideas by working collaboratively with peers to discuss characters and their <i>given circumstances</i> . | | |
| 4.6.2.3.1 | 4. Theater | 6 | 2. Create | 3. Create original artistic work. | 1. Revise original ideas and artistic choices in a devised or scripted work . | | |
| 4.7.2.3.1 | 4. Theater | 7 | 2. Create | 3. Create original artistic work. | 1. Defend original ideas and artistic choices for a <i>work</i> based on critical analysis, background knowledge, and historical and cultural context. | | |
| 4.8.2.3.1 | 4. Theater | 8 | 2. Create | 3. Create original artistic work. | 1. Apply critical analysis, background knowledge, research, and historical and cultural context to the development of an original <i>work</i> . | | |
| 4.9.2.3.1 | 4. Theater | HS | 2. Create | 3. Create original artistic work. | 1. Synthesize original ideas into an original <i>work</i> , utilizing critical analysis, historical and cultural context, and research. | | |
| 4.0.2.3.2 | 4. Theater | 0 | 2. Create | 3. Create original artistic work. | 2. Express original ideas in dramatic play or a guided drama experience . | | |
| 4.1.2.3.2 | 4. Theater | 1 | 2. Create | 3. Create original artistic work. | 2. Participate and work with peers in a guided drama experience . | | |
| 4.2.2.3.2 | 4. Theater | 2 | 2. Create | 3. Create original artistic work. | 2. Contribute ideas and collaborate with a group to advance a story in a guided drama experience . | | |
| 4.3.2.3.2 | 4. Theater | 3 | 2. Create | 3. Create original artistic work. | 2. Compare ideas with peers and make decisions to develop and refine a <i>group work</i> . | | |
| 4.4.2.3.2 | 4. Theater | 4 | 2. Create | 3. Create original artistic work. | 2. Collaborate with peers to make group decisions and identify responsibilities required to present a <i>work</i> . | | |

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| 4.5.2.3.2 | 4. Theater | 5 | 2. Create | 3. Create original artistic work. | 2. Participate in specified responsibilities required to present a <i>work</i> informally to an audience. | | |
| 4.6.2.3.2 | 4. Theater | 6 | 2. Create | 3. Create original artistic work. | 2. Collaborate with others to revise and improve a <i>scripted</i> or <i>devised work</i> . | | |
| 4.7.2.3.2 | 4. Theater | 7 | 2. Create | 3. Create original artistic work. | 2. Demonstrate respect for self and others and their roles in preparing or devising a <i>work</i> . | | |
| 4.8.2.3.2 | 4. Theater | 8 | 2. Create | 3. Create original artistic work. | 2. Collaborate as a creative team to make interpretive choices for a <i>work</i> . | | |
| 4.9.2.3.2 | 4. Theater | HS | 2. Create | 3. Create original artistic work. | 2. Explain the collaborative and interdependent roles of the actor, director, playwright, designers and the community. | | |
| 4.1.2.4.1 | 4. Theater | 1 | 2. Create | 4. Revise and complete original artistic work. | 1. Contribute to the adaptation of a story for a <i>guided drama experience</i> . | | |
| 4.2.2.4.1 | 4. Theater | 2 | 2. Create | 4. Revise and complete original artistic work. | 1. Contribute to revising <i>dialogue</i> for a <i>guided drama experience</i> . | | |
| 4.3.2.4.1 | 4. Theater | 3 | 2. Create | 4. Revise and complete original artistic work. | 1. Collaborate with peers to revise, refine, and adapt ideas to a <i>work</i> . | | |
| 4.4.2.4.1 | 4. Theater | 4 | 2. Create | 4. Revise and complete original artistic work. | 1. Revise to enhance an <i>improvised</i> or <i>scripted work</i> using repetition and collaborative review. | | |
| 4.5.2.4.1 | 4. Theater | 5 | 2. Create | 4. Revise and complete original artistic work. | 1. Revise to enhance an <i>improvised</i> or <i>scripted work</i> through rehearsal . | | |
| 4.6.2.4.1 | 4. Theater | 6 | 2. Create | 4. Revise and complete original artistic work. | 1. Use feedback to analyze choices while refining a <i>devised</i> or <i>scripted work</i> . | | |
| 4.7.2.4.1 | 4. Theater | 7 | 2. Create | 4. Revise and complete original artistic work. | 1. Revise choices based on feedback in a <i>devised</i> or <i>scripted work</i> . | | |
| 4.8.2.4.1 | 4. Theater | 8 | 2. Create | 4. Revise and complete original artistic work. | 1. Analyze and rehearse to revise a <i>devised</i> or <i>scripted work</i> . | | |
| 4.9.2.4.1 | 4. Theater | HS | 2. Create | 4. Revise and complete original artistic work. | 1. Rehearse and revise a <i>devised</i> or <i>scripted work</i> using theatrical <i>staging</i> conventions. | | |
| 4.0.2.4.2 | 4. Theater | 0 | 2. Create | 4. Revise and complete original artistic work. | 2. Identify different types of sounds and movements in a <i>guided drama experience</i> . | | |
| 4.1.2.4.2 | 4. Theater | 1 | 2. Create | 4. Revise and complete original artistic work. | 2. Identify similarities and differences among sounds and movements in a <i>guided drama experience</i> . | | |
| 4.2.2.4.2 | 4. Theater | 2 | 2. Create | 4. Revise and complete original artistic work. | 2. Use and adapt sounds (using available technology) and movements for a <i>guided drama experience</i> . ** | | |
| 4.3.2.4.2 | 4. Theater | 3 | 2. Create | 4. Revise and complete original artistic work. | 2. Demonstrate physical and vocal choices for an <i>improvised</i> or <i>scripted work</i> . | | |
| 4.4.2.4.2 | 4. Theater | 4 | 2. Create | 4. Revise and complete original artistic work. | 2. Develop movement and vocal choices for characters in an <i>improvised</i> or <i>scripted work</i> . | | |
| 4.5.2.4.2 | 4. Theater | 5 | 2. Create | 4. Revise and complete original artistic work. | 2. Select and refine movement and vocal techniques for character development in an <i>improvised</i> or <i>scripted work</i> , based on feedback. | | |

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| 4.6.2.4.2 | 4. Theater | 6 | 2. Create | 4. Revise and complete original artistic work. | 2. Use feedback to refine effectiveness of a character's physical and vocal traits in an <i>improvised</i> or <i>scripted work</i> . | | |
| 4.7.2.4.2 | 4. Theater | 7 | 2. Create | 4. Revise and complete original artistic work. | 2. Refine effective physical and vocal <i>traits of a character</i> in an <i>improvised</i> or <i>scripted work</i> . | | |
| 4.8.2.4.2 | 4. Theater | 8 | 2. Create | 4. Revise and complete original artistic work. | 2. Refine effective physical, vocal, and physiological <i>traits of characters</i> in an <i>improvised</i> or <i>scripted work</i> , based on self-reflection and feedback. | | |
| 4.9.2.4.2 | 4. Theater | HS | 2. Create | 4. Revise and complete original artistic work. | 2. Refine physical, vocal and physiological choices to develop a performance that is believable, authentic, and appropriate to a <i>work</i> . | | |
| 4.0.2.4.3 | 4. Theater | 0 | 2. Create | 4. Revise and complete original artistic work. | 3. Describe different <i>design</i> and <i>technical</i> choices for a <i>guided drama experience</i> . | | |
| 4.1.2.4.3 | 4. Theater | 1 | 2. Create | 4. Revise and complete original artistic work. | 3. Select different <i>design</i> and <i>technical</i> (using available technology) choices for a <i>guided drama experience</i> .** | | |
| 4.2.2.4.3 | 4. Theater | 2 | 2. Create | 4. Revise and complete original artistic work. | 3. Experiment with <i>design</i> and <i>technical</i> (using available technology) choices for an <i>improvised</i> or <i>scripted work</i> .** | | |
| 4.3.2.4.3 | 4. Theater | 3 | 2. Create | 4. Revise and complete original artistic work. | 3. Revise <i>design</i> and <i>technical</i> (using available technology) choices to support an <i>improvised</i> or <i>scripted work</i> .** | | |
| 4.4.2.4.3 | 4. Theater | 4 | 2. Create | 4. Revise and complete original artistic work. | 3. Collaborate with peers on solutions to <i>design</i> and <i>technical challenges</i> (using available technology) in <i>rehearsals</i> for a <i>work</i> . ** | | |
| 4.5.2.4.3 | 4. Theater | 5 | 2. Create | 4. Revise and complete original artistic work. | 3. Create and justify solutions to <i>design</i> and <i>technical</i> challenges (using available technology) that arise in <i>rehearsal</i> for a <i>work</i> .** | | |
| 4.6.2.4.3 | 4. Theater | 6 | 2. Create | 4. Revise and complete original artistic work. | 3. Analyze and revise planned <i>technical design choices</i> (using available technology) during the rehearsal process for a <i>devised</i> or <i>scripted work</i> .** | | |
| 4.7.2.4.3 | 4. Theater | 7 | 2. Create | 4. Revise and complete original artistic work. | 3. Compare and contrast multiple planned <i>technical design elements</i> (using available technology) during the <i>rehearsal</i> process for a <i>devised</i> or <i>scripted work</i> .** | | |
| 4.8.2.4.3 | 4. Theater | 8 | 2. Create | 4. Revise and complete original artistic work. | 3. Implement and refine a planned <i>technical design</i> (using available technology) during the <i>rehearsal</i> process for <i>devised</i> or <i>scripted work</i> .** | | |
| 4.9.2.4.3 | 4. Theater | HS | 2. Create | 4. Revise and complete original artistic work. | 3. Refine a <i>technical design</i> (including available technology) to support the <i>story</i> and emotional impact of a <i>devised</i> or <i>scripted work</i> .** | | |
| 4.0.3.5.1 | 4. Theater | 0 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Identify characters and setting in <i>dramatic play</i> or a <i>guided drama experience</i> . | | |
| 4.1.3.5.1 | 4. Theater | 1 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Use movement and voice to communicate emotions in a <i>guided drama experience</i> for an audience of peers. | | |
| 4.2.3.5.1 | 4. Theater | 2 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Contribute to group <i>guided drama experiences</i> and informally explain your contributions with peers. | | |

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| 4.3.3.5.1 | 4. Theater | 3 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Rehearse a <i>work</i> and perform it for peers. | | |
| 4.4.3.5.1 | 4. Theater | 4 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Revise the <i>dialogue</i> and action to improve the story in a <i>work</i> . | | |
| 4.5.3.5.1 | 4. Theater | 5 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Develop underlying thoughts and emotions to create <i>dialogue</i> and action in a <i>work</i> . | | |
| 4.6.3.5.1 | 4. Theater | 6 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Identify the essential events in a story or script that make up the <i>dramatic structure</i> of a <i>work</i> . | | |
| 4.7.3.5.1 | 4. Theater | 7 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Consider various <i>staging</i> choices to enhance the story of a <i>work</i> . | | |
| 4.8.3.5.1 | 4. Theater | 8 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Demonstrate different pacing to generate clear character communication in a <i>work</i> . | | |
| 4.9.3.5.1 | 4. Theater | HS | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 1. Explain and demonstrate how character relationships and character choices assist in telling the story of a <i>work</i> . | | |
| 4.0.3.5.2 | 4. Theater | 0 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Use body, voice and imagination during a guided drama experience . | | |
| 4.1.3.5.2 | 4. Theater | 1 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Use body, voice and imagination to convey character traits and emotions in a guided drama experience . | | |
| 4.2.3.5.2 | 4. Theater | 2 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Demonstrate how movement, voice, and sounds (including available technology) are incorporated into a <i>work</i> . | | |
| 4.3.3.5.2 | 4. Theater | 3 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Modify voice and body to expand and perform as a character in a guided drama experience . | | |
| 4.4.3.5.2 | 4. Theater | 4 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Demonstrate specific vocal and physical choices to develop a character in a <i>work</i> . | | |
| 4.5.3.5.2 | 4. Theater | 5 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Demonstrate prepared vocal and physical choices to convey meaning in a <i>work</i> . | | |
| 4.6.3.5.2 | 4. Theater | 6 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Apply various physical choices to communicate character in a <i>work</i> . | | |
| 4.7.3.5.2 | 4. Theater | 7 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Analyze and explain a character's objectives in a <i>work</i> . | | |
| 4.8.3.5.2 | 4. Theater | 8 | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Apply various character objectives and <i>tactics</i> to overcome an obstacle in a <i>work</i> . | | |
| 4.9.3.5.2 | 4. Theater | HS | 3. Perform | 5. Develop and refine artistic techniques and work for performance. | 2. Analyze how different resources influence making unique character choices for a <i>work</i> . <i>For example:</i> Resources may include the script; research from various sources; the director’s concept; technical choices. | | |
| 4.0.3.6.1 | 4. Theater | 0 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Identify the use of voice and sound in a dramatic play or guided drama experience . | | |
| 4.1.3.6.1 | 4. Theater | 1 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Identify the use of basic <i>physical movements</i> in a guided drama experience . | | |

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| 4.2.3.6.1 | 4. Theater | 2 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Develop the connection among body, voice, sounds , and imagination in a guided drama experience . | | |
| 4.3.3.6.1 | 4. Theater | 3 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1.Utilize a variety of physical, vocal, and imaginative exercises in a group setting for a <i>work</i> . | | |
| 4.4.3.6.1 | 4. Theater | 4 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Rehearse different acting exercises in a group setting for a <i>work</i> . | | |
| 4.5.3.6.1 | 4. Theater | 5 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Choose specific acting exercises that can be applied to a <i>work</i> . | | |
| 4.6.3.6.1 | 4. Theater | 6 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Identify how acting exercises and <i>techniques</i> can be applied to a <i>work</i> . | | |
| 4.7.3.6.1 | 4. Theater | 7 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Analyze how a variety of acting exercises and <i>techniques</i> can be applied in a rehearsal or performance. | | |
| 4.8.3.6.1 | 4. Theater | 8 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Apply acting techniques to develop skills in a rehearsal or performance, including adjusting to audience response and unforeseen situations that arise. | | |
| 4.9.3.6.1 | 4. Theater | HS | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 1. Use various acting techniques to expand skills in a rehearsal or performance. | | |
| 4.0.3.6.2 | 4. Theater | 0 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 2. Name and observe various technical elements in dramatic play or a guided drama experience . | | |
| 4.1.3.6.2 | 4. Theater | 1 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 2. Identify technical elements (including available technology) that can be used in a guided drama experience . | | |
| 4.2.3.6.2 | 4. Theater | 2 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 2. Identify the basic technical elements in a guided drama experience . | | |
| 4.3.3.6.2 | 4. Theater | 3 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 2. Demonstrate basic use of technical elements (using available technology) that can be included in a <i>work</i> . | | |
| 4.4.3.6.2 | 4. Theater | 4 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 2. Customize various technical elements (using available technology) for a <i>work</i> .** | | |
| 4.5.3.6.2 | 4. Theater | 5 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 2. Modify and justify the use of specific technical elements (using available technology) in a <i>work</i> . ** | | |
| 4.6.3.6.2 | 4. Theater | 6 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 2. Explain how technical elements are integrated into a <i>work</i> . | | |
| 4.7.3.6.2 | 4. Theater | 7 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 2. Determine a variety of technical elements (using available technology) that can be applied to a <i>design</i> for a <i>work</i> .** | | |
| 4.8.3.6.2 | 4. Theater | 8 | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 2. Apply a variety of technical elements (using available technology) to create a <i>design</i> for a rehearsal or production.** | | |
| 4.9.3.6.2 | 4. Theater | HS | 3. Perform | 6. Make artistic choices in order to convey meaning through performance. | 2. Research and apply technical elements (using available technology) to create a <i>design</i> for a production.** | | |
| 4.0.4.7.1 | 4. Theater | 0 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Express an emotional response in dramatic play or a guided drama experience . | | |

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| 4.1.4.7.1 | 4. Theater | 1 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Describe how personal emotions, actions, and choices compare with the emotions, actions and choices of characters in a <i>guided drama experience</i> . | | |
| 4.2.4.7.1 | 4. Theater | 2 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Identify causes and consequences of character actions and emotions in a <i>guided drama experience</i> . | | |
| 4.3.4.7.1 | 4. Theater | 3 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Examine connections between oneself and a character’s emotions in a <i>work</i> , and develop the character using physical characteristics and prop or costume choices. | | |
| 4.4.4.7.1 | 4. Theater | 4 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Compare and contrast the <i>traits of characters</i> in a <i>work</i> and their impact on emotions, considering physical characteristics, props or costume choices. | | |
| 4.5.4.7.1 | 4. Theater | 5 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Investigate the effects of emotions on posture, <i>gesture</i> , breathing, and vocal intonation in a <i>work</i> . | | |
| 4.6.4.7.1 | 4. Theater | 6 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Explain personal aesthetics, preferences, and reactions to artistic choices through participation in or observation of a <i>work</i> . | | |
| 4.7.4.7.1 | 4. Theater | 7 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Compare and contrast personal and peer reactions to artistic choices and aesthetics in a <i>work</i> . | | |
| 4.8.4.7.1 | 4. Theater | 8 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Analyze how artistic choices and personal aesthetics and preferences impact meaning and the audience. | | |
| 4.9.4.7.1 | 4. Theater | HS | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Analyze and interpret a <i>work</i> , considering historical and cultural contexts as well as personal aesthetics, preferences, and beliefs. | | |
| 4.0.4.8.1 | 4. Theater | 0 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Identify props and costumes used in a <i>guided drama experience</i> . | | |
| 4.1.4.8.1 | 4. Theater | 1 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Describe the props and costumes used in a <i>guided drama experience</i> . | | |
| 4.2.4.8.1 | 4. Theater | 2 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Describe how understanding of characters , settings, or events is influenced by a prop or costume in a <i>guided drama experience</i> . | | |
| 4.3.4.8.1 | 4. Theater | 3 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Analyze the <i>technical elements</i> used in a <i>work</i> . | | |
| 4.4.4.8.1 | 4. Theater | 4 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Describe how <i>technical elements</i> or technology may support a <i>theme</i> or idea in a <i>work</i> .** | | |
| 4.5.4.8.1 | 4. Theater | 5 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Explain how <i>technical elements</i> support the <i>theme</i> of a <i>work</i> . | | |
| 4.6.4.8.1 | 4. Theater | 6 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Analyze a <i>work</i> using criteria, providing supporting evidence. | | |
| 4.7.4.8.1 | 4. Theater | 7 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Use criteria to evaluate a <i>work</i> and explain preferences, providing supporting evidence. | | |
| 4.8.4.8.1 | 4. Theater | 8 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Respond to a <i>work</i> using supporting evidence, personal aesthetics, and artistic criteria. | | |
| 4.9.4.8.1 | 4. Theater | HS | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Evaluate a <i>work</i> using supporting evidence and criteria, while considering other art forms, history, culture, and other disciplines. | | |

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| 4.0.4.8.2 | 4. Theater | 0 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Identify the experience of characters in a <i>guided drama experience</i> . | | |
| 4.1.4.8.2 | 4. Theater | 1 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Identify artistic choices made in a <i>work</i> through participation and observation. | | |
| 4.2.4.8.2 | 4. Theater | 2 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Describe artistic choices made in a <i>work</i> . | | |
| 4.3.4.8.2 | 4. Theater | 3 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Give examples explaining why artistic choices are made in a <i>work</i> . | | |
| 4.4.4.8.2 | 4. Theater | 4 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Describe personal reactions to artistic choices in a <i>work</i> . | | |
| 4.5.4.8.2 | 4. Theater | 5 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Describe and infer personal and social reactions to artistic choices in a <i>work</i> . | | |
| 4.6.4.8.2 | 4. Theater | 6 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Describe the aesthetics of the <i>production elements</i> in a <i>work</i> . | | |
| 4.7.4.8.2 | 4. Theater | 7 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Analyze the <i>production elements</i> used in a <i>work</i> to assess the artists' aesthetic choices . | | |
| 4.8.4.8.2 | 4. Theater | 8 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Apply the <i>production elements</i> used in a <i>work</i> to assess aesthetic choices . | | |
| 4.9.4.8.2 | 4. Theater | HS | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Evaluate the aesthetics of the <i>production elements</i> displayed in a <i>work</i> . | | |
| 4.0.5.9.1 | 4. Theater | 0 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Identify similarities between characters and one's personal experience in <i>dramatic play</i> or a <i>guided drama experience</i> . | | |
| 4.1.5.9.1 | 4. Theater | 1 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Identify character emotions in a <i>guided drama experience</i> and relate it to personal experience. | | |
| 4.2.5.9.1 | 4. Theater | 2 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Relate character experiences to personal experiences in a <i>guided drama experience</i> . | | |
| 4.3.5.9.1 | 4. Theater | 3 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Identify how theater connects one personally to a community or culture. | | |
| 4.4.5.9.1 | 4. Theater | 4 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Explain the ways a <i>work</i> reflects the perspectives of a community or culture. | | |
| 4.5.5.9.1 | 4. Theater | 5 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Connect personal experiences and knowledge to community and culture in a <i>work</i> . | | |
| 4.6.5.9.1 | 4. Theater | 6 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Explain how the actions and <i>motivations</i> of characters in a <i>work</i> impact and reflect perspectives of a community or culture. | | |
| 4.7.5.9.1 | 4. Theater | 7 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Incorporate multiple perspectives and diverse community ideas in a <i>work</i> . | | |
| 4.8.5.9.1 | 4. Theater | 8 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Examine a community issue through multiple perspectives in a <i>work</i> . | | |
| 4.9.5.9.1 | 4. Theater | HS | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Explain how cultural perspectives, community ideas, social issues, and personal beliefs are reflected or challenged in a <i>work</i> . | | |

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| 4.0.5.10.1 | 4. Theater | 0 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Identify skills and knowledge from other areas of study that connect to dramatic play or a guided drama experience . | | |
| 4.1.5.10.1 | 4. Theater | 1 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Analyze skills and knowledge from other areas of study to a guided drama experience . | | |
| 4.2.5.10.1 | 4. Theater | 2 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Apply appropriate skills and knowledge from other areas of study and arts areas to a guided drama experience . | | |
| 4.3.5.10.1 | 4. Theater | 3 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Analyze connections between community, social issues (including contributions of Minnesota American Indian tribes and communities) and other content areas to a work . | | |
| 4.4.5.10.1 | 4. Theater | 4 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Connect a work with community, social issues and other content areas. | | |
| 4.5.5.10.1 | 4. Theater | 5 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Investigate historical, global and social issues expressed in a work , including contributions of Minnesota American Indian tribes and communities. | | |
| 4.6.5.10.1 | 4. Theater | 6 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Select themes or social issues (including contributions of Minnesota American Indian tribes and communities) and express them through a work . | | |
| 4.7.5.10.1 | 4. Theater | 7 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Incorporate other art forms to strengthen the meaning and conflict in a work with a particular personal, societal, cultural, global, or historical context, including contributions of Minnesota American Indian tribes and communities. | | |

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| 4.8.5.10.1 | 4. Theater | 8 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Research the context(s) of different theater <i>works</i> and connect them with personal, societal, cultural, historical or global issues, including contributions of Minnesota American Indian tribes and communities. | | |
| 4.9.5.10.1 | 4. Theater | HS | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Determine how personal, societal, cultural, global, and historical contexts (including those of Minnesota American Indian tribes and communities) affect creative choices for a <i>work</i> . | | |
| 5.A.1.1 | 5. Visual Arts | ALL | 1. Foundations | 1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work. | <i>The benchmarks are integrated across the other strands, highlighted in bold.</i> | | |
| 5.0.2.2.1 | 5. Visual Arts | 0 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Explore ideas through the work of other artists. | | |
| 5.1.2.2.1 | 5. Visual Arts | 1 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Identify multiple ideas for an artistic prompt. | | |
| 5.2.2.2.1 | 5. Visual Arts | 2 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Collaboratively share ideas for an artistic prompt. | | |
| 5.3.2.2.1 | 5. Visual Arts | 3 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Modify an original idea for a work of <i>art</i> . | | |
| 5.4.2.2.1 | 5. Visual Arts | 4 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Generate new ideas by combining dissimilar ideas together. | | |
| 5.5.2.2.1 | 5. Visual Arts | 5 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Generate and document an innovative idea for art making. | | |
| 5.6.2.2.1 | 5. Visual Arts | 6 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Elaborate upon an initial concept for art making. | | |
| 5.7.2.2.1 | 5. Visual Arts | 7 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Document early stages of the <i>creative process</i> visually or verbally. | | |
| 5.8.2.2.1 | 5. Visual Arts | 8 | 2. Create | 2. Generate and develop original artistic ideas. | 1. Develop and document multiple ideas for artwork <i>criteria</i> to guide art making. | | |
| 5.9.2.2.1 | 5. Visual Arts | HS | 2. Create | 2. Generate and develop original artistic ideas. | 1. Collectively or individually apply <i>inquiry methods</i> of observation and research to investigate an idea. | | |
| 5.0.2.2.2 | 5. Visual Arts | 0 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Explore artistic ideas through <i>intentional play</i> . | | |
| 5.1.2.2.2 | 5. Visual Arts | 1 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Use observation and investigation in preparation for making a work of art. | | |
| 5.2.2.2.2 | 5. Visual Arts | 2 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Use various <i>materials</i> and tools to explore personal interests, questions, and curiosity. | | |
| 5.3.2.2.2 | 5. Visual Arts | 3 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Apply knowledge of available resources, tools, and technologies to investigate ideas through the artmaking process.* | | |

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| 5.4.2.2.2 | 5. Visual Arts | 4 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Incorporate personal choice into devising a <i>solution</i> for a creative <i>art</i> problem. | | |
| 5.5.2.2.2 | 5. Visual Arts | 5 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Generate plans for art that investigates a social, cultural, or personal theme. | | |
| 5.6.2.2.2 | 5. Visual Arts | 6 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Plan art with a specific theme, concept, or idea, considering a <i>contemporary</i> or traditional <i>artistic practice</i> . | | |
| 5.7.2.2.2 | 5. Visual Arts | 7 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Apply a variety of <i>approaches</i> to explore artistic methods and generate ideas. <i>For example</i> : Sketchbooks; mindmaps; webbing. | | |
| 5.8.2.2.2 | 5. Visual Arts | 8 | 2. Create | 2. Generate and develop original artistic ideas. | 2. Innovate and take risks with ideas, <i>form and content</i> , or methods to shape intent for an <i>artwork</i> . | | |
| 5.9.2.2.2 | 5. Visual Arts | HS | 2. Create | 2. Generate and develop original artistic ideas. | 2. Explore and plan themes, ideas, concepts or styles in preparation for an artwork. | | |
| 5.0.2.3.1 | 5. Visual Arts | 0 | 2. Create | 3. Create original artistic work. | 1. Create <i>art</i> that communicates an idea using artistic foundations . | | |
| 5.1.2.3.1 | 5. Visual Arts | 1 | 2. Create | 3. Create original artistic work. | 1. Identify and use symbols when creating <i>art</i> . | | |
| 5.2.2.3.1 | 5. Visual Arts | 2 | 2. Create | 3. Create original artistic work. | 1. Create <i>art</i> that represents natural and <i>constructed environments</i> . <i>For example</i> : Landscapes versus architecture. | | |
| 5.3.2.3.1 | 5. Visual Arts | 3 | 2. Create | 3. Create original artistic work. | 1. Create visual representations of places or systems that are part of everyday life using artistic foundations . | | |
| 5.4.2.3.1 | 5. Visual Arts | 4 | 2. Create | 3. Create original artistic work. | 1. Create <i>art</i> that is representational and non-representational using artistic foundations . <i>For example</i> : <i>Naturalism</i> and <i>abstraction</i> . | | |
| 5.5.2.3.1 | 5. Visual Arts | 5 | 2. Create | 3. Create original artistic work. | 1. Using artistic foundations create <i>art</i> that redesigns artworks, objects, places or systems. | | |
| 5.6.2.3.1 | 5. Visual Arts | 6 | 2. Create | 3. Create original artistic work. | 1. Employ <i>abstraction, symbolism</i> , or <i>naturalism</i> when making a work of art. | | |
| 5.7.2.3.1 | 5. Visual Arts | 7 | 2. Create | 3. Create original artistic work. | 1. Using artistic foundations create <i>artwork</i> that combines images and words to communicate a specific idea. | | |
| 5.8.2.3.1 | 5. Visual Arts | 8 | 2. Create | 3. Create original artistic work. | 1. Apply visual literacy strategies to create <i>artwork</i> that communicates ideas. | | |
| 5.9.2.3.1 | 5. Visual Arts | HS | 2. Create | 3. Create original artistic work. | 1. Synthesize visual literacy strategies and conceptual intent to create <i>artwork</i> for a specific purpose. | | |
| 5.0.2.3.2 | 5. Visual Arts | 0 | 2. Create | 3. Create original artistic work. | 2. Identify safe procedures for using <i>materials</i> and tools while making <i>art</i> . | | |

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| 5.1.2.3.2 | 5. Visual Arts | 1 | 2. Create | 3. Create original artistic work. | 2. Practice safe use of art <i>materials</i> and tools while making <i>art</i> . | | |
| 5.2.2.3.2 | 5. Visual Arts | 2 | 2. Create | 3. Create original artistic work. | 2. Demonstrate safe procedures for using <i>materials</i> and tools while making <i>art</i> . | | |
| 5.3.2.3.2 | 5. Visual Arts | 3 | 2. Create | 3. Create original artistic work. | 2. Demonstrate safe use of studio spaces and equipment. | | |
| 5.4.2.3.2 | 5. Visual Arts | 4 | 2. Create | 3. Create original artistic work. | 2. Identify issues involving copying and originality in artmaking.** | | |
| 5.5.2.3.2 | 5. Visual Arts | 5 | 2. Create | 3. Create original artistic work. | 2. Explain the <i>ethical responsibility of appropriation</i> in artmaking.** | | |
| 5.6.2.3.2 | 5. Visual Arts | 6 | 2. Create | 3. Create original artistic work. | 2. Demonstrate awareness of environmental implications of art <i>materials</i> , tools, studio space, and equipment. | | |
| 5.7.2.3.2 | 5. Visual Arts | 7 | 2. Create | 3. Create original artistic work. | 2. Describe <i>ethical responsibility</i> when sharing original <i>artwork</i> through the internet and communication formats.** | | |
| 5.8.2.3.2 | 5. Visual Arts | 8 | 2. Create | 3. Create original artistic work. | 2. Apply ethics of <i>appropriation, fair use, creative commons, open sources</i> , and <i>copyright</i> to the creation of <i>artwork</i> .** | | |
| 5.9.2.3.2 | 5. Visual Arts | HS | 2. Create | 3. Create original artistic work. | 2. Balance freedom and <i>ethical responsibility</i> in the use of images, <i>materials</i> , tools, and equipment during <i>art</i> making.** | | |
| 5.0.2.4.1 | 5. Visual Arts | 0 | 2. Create | 4. Revise and complete original artistic work. | 1. Identify choices made in one's original <i>artwork</i> . | | |
| 5.1.2.4.1 | 5. Visual Arts | 1 | 2. Create | 4. Revise and complete original artistic work. | 1. Discuss possibilities for revision of an original <i>artwork</i> using <i>artistic foundations</i> . | | |
| 5.2.2.4.1 | 5. Visual Arts | 2 | 2. Create | 4. Revise and complete original artistic work. | 1. Describe choices made at different steps in an <i>art</i> making process. | | |
| 5.3.2.4.1 | 5. Visual Arts | 3 | 2. Create | 4. Revise and complete original artistic work. | 1. Discuss feedback about choices made in creating <i>artwork</i> . | | |
| 5.4.2.4.1 | 5. Visual Arts | 4 | 2. Create | 4. Revise and complete original artistic work. | 1. Revise in-process <i>artwork</i> , on the basis of insights gained through peer discussion. | | |
| 5.5.2.4.1 | 5. Visual Arts | 5 | 2. Create | 4. Revise and complete original artistic work. | 1. Create <i>artist statements</i> to describe choices in artmaking, using art vocabulary . | | |
| 5.6.2.4.1 | 5. Visual Arts | 6 | 2. Create | 4. Revise and complete original artistic work. | 1. Revise <i>artwork</i> based on collaborative reflection on an artwork's intended meaning. | | |
| 5.7.2.4.1 | 5. Visual Arts | 7 | 2. Create | 4. Revise and complete original artistic work. | 1. Justify important information about one's own <i>artwork</i> in an <i>artist statement or critique</i> . | | |
| 5.8.2.4.1 | 5. Visual Arts | 8 | 2. Create | 4. Revise and complete original artistic work. | 1. Make revisions to a work of <i>art</i> after seeking feedback from multiple sources. | | |
| 5.9.2.4.1 | 5. Visual Arts | HS | 2. Create | 4. Revise and complete original artistic work. | 1. Engage in constructive <i>critique</i> with peers, then reflect on, revise and refine works of <i>art</i> to improve one's original artistic intent. | | |

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| 5.0.3.5.1 | 5. Visual Arts | 0 | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Share <i>artwork</i> based on personal preference. | | |
| 5.1.3.5.1 | 5. Visual Arts | 1 | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Identify why <i>artwork</i> should be prepared for presentation. | | |
| 5.2.3.5.1 | 5. Visual Arts | 2 | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Prepare works of <i>art</i> for presentation in a specific location. <i>For example</i> : Physical or <i>digital formats</i> .** | | |
| 5.3.3.5.1 | 5. Visual Arts | 3 | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Evaluate the functionality of different spaces for exhibiting <i>art</i> . | | |
| 5.4.3.5.1 | 5. Visual Arts | 4 | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | Identify considerations for presenting <i>art</i> in various locations. <i>For example:</i> Indoor or outdoor settings; in temporary or permanent forms; in physical or <i>digital spaces</i> .** | | |
| 5.5.3.5.1 | 5. Visual Arts | 5 | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Compare and contrast methods for preparing and presenting <i>art</i> . | | |
| 5.6.3.5.1 | 5. Visual Arts | 6 | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Consider and respond to the needs of the viewer when displaying <i>artwork</i> . | | |
| 5.7.3.5.1 | 5. Visual Arts | 7 | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Individually or collaboratively develop a <i>visual plan</i> for displaying works of <i>art</i> . | | |
| 5.8.3.5.1 | 5. Visual Arts | 8 | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Collaboratively apply appropriate methods to prepare and present selected <i>artwork</i> for display. | | |
| 5.9.3.5.1 | 5. Visual Arts | HS | 3. Present | 5. Develop and refine artistic techniques and work for presentation. | 1. Evaluate, select, and apply methods or processes appropriate to display <i>artwork</i> in a specific place, including an <i>artist statement</i> . | | |
| 5.0.3.6.1 | 5. Visual Arts | 0 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Identify <i>artwork</i> based on a theme or concept using <i>artistic foundations</i> . | | |
| 5.1.3.6.1 | 5. Visual Arts | 1 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Identify places where <i>art</i> may be displayed or saved. | | |
| 5.2.3.6.1 | 5. Visual Arts | 2 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Choose <i>artwork</i> based on a theme or concept for an exhibit. | | |
| 5.3.3.6.1 | 5. Visual Arts | 3 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Explain the purpose of a <i>portfolio</i> or <i>collection</i> . | | |
| 5.4.3.6.1 | 5. Visual Arts | 4 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Select <i>artwork</i> for display in a <i>collection</i> with a specific purpose or <i>theme</i> . | | |
| 5.5.3.6.1 | 5. Visual Arts | 5 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Identify and describe the choices an artist makes when assembling a presentation or a <i>portfolio</i> . <i>For example:</i> Physical vs. <i>digital formats</i> .** | | |
| 5.6.3.6.1 | 5. Visual Arts | 6 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Select <i>artwork</i> for a <i>collection</i> or <i>portfolio</i> based on given <i>criteria</i> . | | |

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| 5.7.3.6.1 | 5. Visual Arts | 7 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Compare and contrast the differences between engaging with <i>art</i> through technology and physically experiencing an <i>artwork</i> .** | | |
| 5.8.3.6.1 | 5. Visual Arts | 8 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Develop and apply <i>criteria</i> for evaluating a <i>collection</i> of <i>artwork</i> for presentation. | | |
| 5.9.3.6.1 | 5. Visual Arts | HS | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 1. Analyze, <i>critique</i> , and justify <i>artwork</i> in an <i>artist statement</i> for a <i>collection</i> or <i>portfolio</i> presentation. | | |
| 5.0.3.6.2 | 5. Visual Arts | 0 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 2. Identify where <i>art</i> is found in a community. | | |
| 5.1.3.6.2 | 5. Visual Arts | 1 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 2. Identify what an <i>art museum</i> is and distinguish how an <i>art museum</i> is different from other art spaces. <i>For example: Physical and digital spaces .</i> | | |
| 5.2.3.6.2 | 5. Visual Arts | 2 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 2. Compare and contrast purposes of <i>art museums</i> , <i>art galleries</i> , and other <i>venues</i> or formats. | | |
| 5.3.3.6.2 | 5. Visual Arts | 3 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 2. Compare and contrast objects, artifacts, and <i>artworks</i> that are valued in different communities or cultures. | | |
| 5.4.3.6.2 | 5. Visual Arts | 4 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 2. Identify how an <i>exhibition</i> in a <i>museum</i> or other <i>venue</i> presents ideas and provides information about a specific concept or topic. | | |
| 5.5.3.6.2 | 5. Visual Arts | 5 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 2. Explain why some objects, artifacts, and <i>artworks</i> are valued over others. | | |
| 5.6.3.6.2 | 5. Visual Arts | 6 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 2. Compare and contrast viewing and experiencing <i>collections</i> or <i>exhibitions</i> in different <i>venues</i> or formats. | | |
| 5.7.3.6.2 | 5. Visual Arts | 7 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 2 Explain how <i>exhibitions</i> reflect the history and values of a community. | | |
| 5.8.3.6.2 | 5. Visual Arts | 8 | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 2. Analyze why and how an <i>exhibition</i> or <i>collection</i> may influence ideas, beliefs, and experiences. | | |
| 5.9.3.6.2 | 5. Visual Arts | HS | 3. Present | 6. Make artistic choices in order to convey meaning through presentation. | 2. Analyze relationships between artists, <i>artwork</i> , and audience for impact of presentation. | | |
| 5.0.4.7.1 | 5. Visual Arts | 0 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Recognize that objects, <i>artworks</i> , and artifacts have form and function. | | |
| 5.1.4.7.1 | 5. Visual Arts | 1 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Select <i>artworks</i> , objects or artifacts that share a common idea or theme. | | |
| 5.2.4.7.1 | 5. Visual Arts | 2 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Identify processes an artist used to create a work of <i>art</i> . | | |
| 5.3.4.7.1 | 5. Visual Arts | 3 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Respond to a work of <i>art</i> before and after working in a similar <i>media</i> . | | |
| 5.4.4.7.1 | 5. Visual Arts | 4 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Describe <i>aesthetic characteristics</i> of the natural world and <i>constructed environments</i> . | | |
| 5.5.4.7.1 | 5. Visual Arts | 5 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Identify and interpret works of <i>art</i> that reveal how people live around the world and what they value. | | |

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| 5.6.4.7.1 | 5. Visual Arts | 6 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Compare different interpretations of a work of <i>art</i> . | | |
| 5.7.4.7.1 | 5. Visual Arts | 7 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Explain how the method of display, the location, and the experience of an <i>artwork</i> influence how it is perceived and valued. | | |
| 5.8.4.7.1 | 5. Visual Arts | 8 | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Explain how personal preferences and aesthetic choices impact both the creation and perception of <i>artwork</i> . | | |
| 5.9.4.7.1 | 5. Visual Arts | HS | 4. Respond | 7. Analyze and construct interpretations of artistic work. | 1. Construct multiple interpretations of an <i>artwork</i> . | | |
| 5.0.4.8.1 | 5. Visual Arts | 0 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Describe and distinguish between images and real objects. | | |
| 5.1.4.8.1 | 5. Visual Arts | 1 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Compare <i>artworks</i> that represent the same subject using artistic foundations . | | |
| 5.2.4.8.1 | 5. Visual Arts | 2 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Categorize <i>artworks</i> based on <i>expressive properties</i> . | | |
| 5.3.4.8.1 | 5. Visual Arts | 3 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Determine messages communicated by an image. | | |
| 5.4.4.8.1 | 5. Visual Arts | 4 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Analyze <i>form and content</i> in <i>visual representations</i> that convey messages. | | |
| 5.5.4.8.1 | 5. Visual Arts | 5 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Establish the validity of perceived cultural symbols within an <i>artwork</i> . | | |
| 5.6.4.8.1 | 5. Visual Arts | 6 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Analyze multiple ways that images influence specific audiences. | | |
| 5.7.4.8.1 | 5. Visual Arts | 7 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Analyze ways cultures influence representation of ideas, emotions, and actions. | | |
| 5.8.4.8.1 | 5. Visual Arts | 8 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Compare and contrast <i>contexts</i> in which viewers encounter images that influence ideas, emotions, and actions. | | |
| 5.9.4.8.1 | 5. Visual Arts | HS | 4. Respond | 8. Evaluate artistic work by applying criteria. | 1. Evaluate the impact of an <i>artwork</i> to influence ideas, feelings and behaviors of specific audiences. | | |
| 5.0.4.8.2 | 5. Visual Arts | 0 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Select and explain reasons for <i>personal preference</i> . | | |
| 5.1.4.8.2 | 5. Visual Arts | 1 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Classify <i>artwork</i> based on different <i>criteria</i> for preferences, including artistic foundations . | | |
| 5.2.4.8.2 | 5. Visual Arts | 2 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Use art vocabulary to express preferences about <i>artwork</i> . | | |
| 5.3.4.8.2 | 5. Visual Arts | 3 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Evaluate an <i>artwork</i> based on a variety of <i>established criteria</i> , including artistic foundations . | | |
| 5.4.4.8.2 | 5. Visual Arts | 4 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Apply one set of <i>criteria</i> to evaluate more than one work of <i>art</i> . | | |
| 5.5.4.8.2 | 5. Visual Arts | 5 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Compare and contrast <i>criteria</i> used to evaluate works of <i>art</i> . | | |

| Code | Arts Area | Grade | Strand | Anchor Standard | Benchmark | Curriculum Course/Unit/Lesson | Assessment (Evidence of Mastery) |
|-----------|----------------|-------|------------|--|--|-------------------------------|----------------------------------|
| 5.6.4.8.2 | 5. Visual Arts | 6 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Develop and apply personal <i>criteria</i> to evaluate a work of <i>art</i> using <i>artistic foundations</i> . | | |
| 5.7.4.8.2 | 5. Visual Arts | 7 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Identify <i>personal bias</i> in the evaluation of <i>artwork</i> (s). | | |
| 5.8.4.8.2 | 5. Visual Arts | 8 | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. Create a convincing and logical argument to support one's own evaluation of <i>art</i> . | | |
| 5.9.4.8.2 | 5. Visual Arts | HS | 4. Respond | 8. Evaluate artistic work by applying criteria. | 2. When encountering <i>artwork</i> (s), synthesize one's own evaluation of artwork(s) with a different evaluation of the same <i>artwork(s)</i> . | | |
| 5.0.5.9.1 | 5. Visual Arts | 0 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Create <i>art</i> that tells a story about a life experience. | | |
| 5.1.5.9.1 | 5. Visual Arts | 1 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Identify times, places, and reasons by which students make <i>art</i> outside of school. | | |

| Code | Arts Area | Grade | Strand | Anchor Standard | Benchmark | Curriculum Course/Unit/Lesson | Assessment (Evidence of Mastery) |
|------------|----------------|-------|------------|--|--|-------------------------------|----------------------------------|
| 5.2.5.9.1 | 5. Visual Arts | 2 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Compare and contrast subject matter from different times and places. | | |
| 5.3.5.9.1 | 5. Visual Arts | 3 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Compare and contrast representations of the human form throughout time and place. | | |
| 5.4.5.9.1 | 5. Visual Arts | 4 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Describe <i>form and content</i> in <i>visual representations</i> that convey personal identity. | | |
| 5.5.5.9.1 | 5. Visual Arts | 5 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Use knowledge of one's own culture and heritage to explore personal identity. <i>For example:</i> Family history; ethnic background; customs and traditions. | | |
| 5.6.5.9.1 | 5. Visual Arts | 6 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Make <i>art</i> collaboratively to reflect on and reinforce positive aspects of <i>group identity</i> . | | |
| 5.7.5.9.1 | 5. Visual Arts | 7 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Distinguish between <i>subjective</i> and <i>objective approaches</i> related to personal preferences in artwork. | | |
| 5.8.5.9.1 | 5. Visual Arts | 8 | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Justify how contextual information contributes to one's understanding of an <i>artwork</i> . | | |
| 5.9.5.9.1 | 5. Visual Arts | HS | 5. Connect | 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. | 1. Synthesize knowledge of social, cultural, historical, and personal life with art making <i>approaches</i> to create meaningful works of <i>art</i> . | | |
| 5.0.5.10.1 | 5. Visual Arts | 0 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Recognize that all humans make <i>art</i> . | | |
| 5.1.5.10.1 | 5. Visual Arts | 1 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Recognize that people from different places and times have made <i>art</i> for a variety of reasons. | | |
| 5.2.5.10.1 | 5. Visual Arts | 2 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Identify how <i>artistic foundations</i> are employed differently throughout time and place. | | |

| Code | Arts Area | Grade | Strand | Anchor Standard | Benchmark | Curriculum Course/Unit/Lesson | Assessment (Evidence of Mastery) |
|------------|----------------|-------|------------|--|--|-------------------------------|----------------------------------|
| 5.3.5.10.1 | 5. Visual Arts | 3 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Recognize that responses to <i>art</i> change depending on knowledge of the time and place in which it was made. | | |
| 5.4.5.10.1 | 5. Visual Arts | 4 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Identify how <i>art</i> is used to inform or change beliefs, values or behaviors of an individual or society. | | |
| 5.5.5.10.1 | 5. Visual Arts | 5 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Make inferences about time, place, and culture in which a work of <i>art</i> was created, citing evidence. | | |
| 5.6.5.10.1 | 5. Visual Arts | 6 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Identify how <i>art</i> reflects changing times, traditions, resources, and cultural uses, including those of Minnesota American Indian tribes and communities. | | |
| 5.7.5.10.1 | 5. Visual Arts | 7 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Analyze how response to <i>art</i> is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. | | |
| 5.8.5.10.1 | 5. Visual Arts | 8 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Distinguish different ways <i>art</i> is used to represent, establish, reinforce, and reflect <i>group identity</i> . | | |
| 5.9.5.10.1 | 5. Visual Arts | HS | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Appraise the impact of <i>art</i> , an artist, or a group of artists on the beliefs, values and behaviors of a society. | | |